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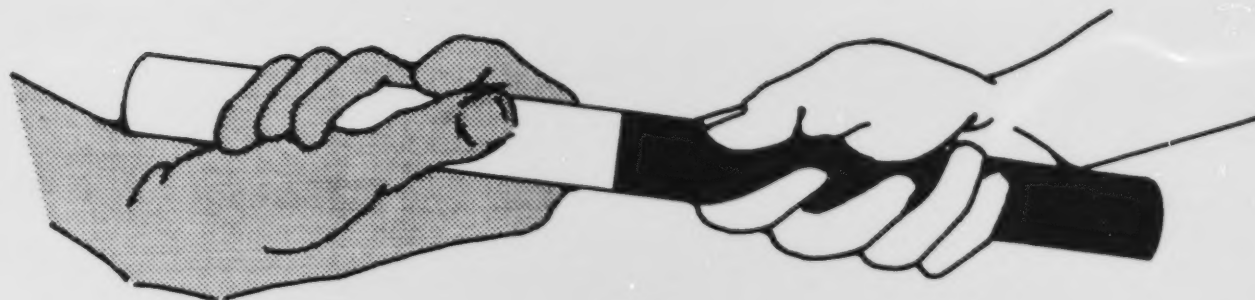
This manual is designed for the equity professional who wishes to increase the participation of women and minority groups in leadership roles in athletics. The model was developed by Educators for Athletic Equity (EAE) and provides a data and knowledge base necessary for implementing a successful athletic equity project. The specific goals outlined in the manual are to: (1) locate, train and support talented women and minorities with coaching, officiating and athletic leadership potential; (2) promote through motivation, support and training, competent coaches officials, athletic directors, and governing board members regardless of race, ethnicity, or sex; (3) sensitize and encourage organizations and employers to seek women and minorities for athletic leadership, training, placement and promotion; (4) promote the benefits of athletic leadership to students, educators, parents and community; (5) improve communication between school districts, the Colorado High School Activities Association, governing boards, professional associations, and higher education regarding the need for competent, equitable, balanced staffing of athletic programs; and (6) gather statewide data to define equity problems, direct actions, and to monitor progress. (JD)

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SPORTS NEED YOU A WORKING MODEL FOR THE EQUITY PROFESSIONAL

How to Increase the Number of Women and
Minorities in Athletic Coaching,
Officiating, Administration and Governance



Prepared by
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May, 1984

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SPORTS NEED YOU:
A WORKING MODEL FOR THE EQUITY PROFESSIONAL

HOW TO INCREASE THE NUMBER OF WOMEN AND MINORITIES IN ATHLETIC COACHING,
OFFICIATING, ADMINISTRATION AND GOVERNANCE



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May, 1984

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SECTION I
INTRODUCTION

- A. Definitions
- B. Background
- C. Statement of the Problem
- D. Need for Action
- E. Purposes/Goals of the Athletic Equity Project



A. DEFINITIONS

CDE - Colorado Department of Education

CHSAA - Colorado High School Activities Association

EAE - Educators for Athletic Equity, a volunteer committee formed by the CDE Title IX/Sex Equity Program

equity - the attainment of equal educational opportunities regardless of sex, race or ethnicity

equity professional - a person employed to assist organizations or institutions with desegregation efforts

LEA - local education authority; local school district

SEA - state education authority; state department of education; state department of public instruction

sport phobia - the condition of fear, ignorance and neglect among equity professionals of addressing the decline of women in athletic leadership positions

Title IV grantee - agency receiving federal funds from Title IV of the Civil Rights Act of 1964 for technical assistance with race and sex desegregation in local school districts

Title IX - federal law passed in 1972 prohibiting sex discrimination in programs and activities of educational institutions receiving federal financial assistance

Title IX/Sex Equity Program - technical assistance from the Colorado Department of Education on sex desegregation for local school districts

B. BACKGROUND

Pathfinder: One who makes a way for the first time into an unexplored region, as in a jungle

Do you the equity professional possess a sense of adventure? Can you, as a pathfinder, navigate your way to equity through the unexplored jungle of athletics?

The power and mystery of this male-dominated jungle may have intimidated equity professionals inasmuch as all areas of inequities in the public schools have been addressed except for one--the leadership and power structure of the interscholastic athletic program. In spite of the dramatic increased sport participation rate among young women in high schools and colleges, the actual percentage of women coaching girls' and women's programs is declining every year (Acosta and Carpenter, 1984; Schafer, 1984; True, 1983).

Equity professionals have overlooked an analysis of athletic leadership in interscholastic sports and the exclusion of adult women as role models for thousands of young athletes and their nonathlete peers. Many equity professionals were denied sport opportunities as young women themselves and wrongly believe they are too inexperienced to analyze and impact the male-dominated sport establishment. This state of ignorance and fear is called sport phobia which can be overcome by reading this manual and by reading Appendix A, The Equity Professional and Sport Phobia: Questions and Answers.

This manual is designed for the equity professional who possesses a sense of adventure but who is neither a sport expert or an experienced athlete or

coach. The same procedures employed by equity professionals for impacting improvements for women and minorities in school administration, vocational education, counseling and curriculum can be applied to increasing the role of women and minorities as athletic coaches, officials, athletic directors and governing board members.

The model developed at the Colorado Department of Education through the Title IX/Sex Equity Program in 1983 was named Educators for Athletic Equity (EAE) and is an ongoing commitment of the Title IX/Sex Equity Program under the supervision of Jeanette Ray-Goins. Short-term and long-term goals of the project will be discussed in following sections.

This manual will show the equity professional how to put a similar program in place and will provide a data and knowledge base necessary for implementing a successful athletic equity project. Equity professionals may modify the EAE model based on state, regional or organizational needs. Failure on the part of the equity professional to do anything will perpetuate the further decline of women in athletic leadership positions. It is time for the equity professional to identify and analyze sport phobia and to provide needed assistance to women coaches, officials, and athletic directors who are struggling for their rightful place in athletic leadership.

C. STATEMENT OF THE PROBLEM

The problem of the declining number of women as coaches has been concealed by the pride and complacency associated with the dramatic increased sport participation among girls and women. Since live sports are highly visible, equity professionals can witness females in active participation on the court or field, attention being thereby diverted from who on the sidelines

is directing these active females. Overworked already with demands and grievances, equity professionals have failed to note who was at the bench, the sidelines, the training room, the board room, the press box, and the officials' table. Pride quickly changes to chagrin when the equity professional looks beyond the glitter and glamour of live sports action.

Data has not been systematically collected in all states to document the problem, yet several studies serve as indicators of a nation-wide problem. Data will be presented from three sources: 1) the Colorado Department of Education, 2) the National Federation of State High School Associations (NFSHSA), and 3) the national intercollegiate study by Acosta & Carpenter (1984).

First, in the study of Colorado, a steady decline in the percentage of women coaching girls' sports is shown. (See Appendix B.) In 1973-1974, women comprised 89% of the girls' team coaches compared to 33% in 1983-1984. The actual number of women coaching in 1973-1974 was 388 compared to 458 in 1983-1984; in other words, after ten years of thousands of young women participating in and graduating from high school and college athletic programs, only seven (7) new women entered into Colorado girls' coaching ranks per year between 1974-1984.

A second source of data, the NFSHSA, found in a survey of eight states that women coaching girls at the high school level are decreasing each year (True, 1983). In Ohio and Virginia, for example, in 1972 women were 96.6% and 92% of girls' team coaches; by 1982-1983, the percentages declined to 43.8% and 54.6% respectively.

At the intercollegiate level, women coaches are declining each year in the top ten major women's sports according to Acosta and Carpenter (1984). In 1977-1978, women comprised 58.2% of the head coaching jobs compared to 53.8%

in 1983-1984. Thus, if current trends continue, there will be few or no women coaching young women by the year 2000.

The pattern among other athletic personnel in Colorado is equally low in female representation. In 1983-1984, women comprised 17% of the high school sport officials, 8% of the high school athletic directors, 8% of the Colorado High School Activities Association (CHSAA) Board of Control, and 0% of the CHSAA Executive Committee.

Data on the racial/ethnic composition of each athletic category in Colorado was not available for this study; time constraints prohibited finding data on the actual increase or decrease of women as officials, athletic directors and governing board over the past ten years. Data that have been collected to date in Colorado do indicate a decline in the percentage of women coaching high school girls' teams and a disproportionately low percentage of women officiating and serving as athletic directors and governing board members.

Furthermore, not "all is well" among girls' participation in high school athletics as many equity professionals believe. In Colorado and the nation, girls are about one-third rather than one-half of all high school athletes. According to the National Federation of State High School Associations, in 1982-1983, there were 1,779,972 girls (35%) compared to 3,355,558 boys (65%) competing in interscholastic sports.

D. NEED FOR ACTION

Why should equity professionals be concerned and motivated to commit time and effort for increasing adult women and minorities into athletic coaching, officiating, administrative and governance? First, the coach or official is a

highly visible, prestigious and authoritative figure in high school, college, professional and Olympic events and thereby serves as a role model of courage, teamwork, strength and power. Given the lack of women and minorities as role models and given the preeminence and emotionality of sports in the mass media, women and minorities may be clearly perceived by millions of viewers to be invisible and powerless.

In addition to increasing role models for young athletes and their nonathlete peers, more women and minorities in athletics would enlarge the talent pool of competent coaches, officials, athletic directors and governing board members in an era of burnout and shortages. Furthermore, women and minorities must fulfill their fair share of staffing athletic programs because with equal rights go equal responsibilities.

If the equity professional does not address this issue, who in the public schools domain will? The equity professional has the confidence and experience of working with difficult and "impossible" issues. Equity in athletic leadership presents the equity professional with a new monumental challenge.

E. PURPOSE/GOALS OF THE ATHLETIC EQUITY PROJECT

The main purpose of the EAE Project was to broaden the scope of equity efforts into the neglected area of athletic leadership in the Colorado school districts. The long-range goal of the project is to attain at a minimum proportionate representation of women and minorities as coaches, officials, athletic directors and board members; proportionate representation means that these categories will contain women and minorities in proper proportion to

their representation in the population, i.e., women including minority women will comprise approximately 50% in each category, and minorities including women and men will comprise about 20% in each category which is the minority representation in the Colorado population.

Short-term goals of the EAE project are gradual yearly progress toward the goal of proportionate representation. Specific purposes of the Educators for Athletic Equity Project included:

1. To form a network to promote the benefits of athletics
2. To address the need for competent coaches and officials
3. To encourage women and minorities to seek athletic positions

Specific goals included:

1. To locate, train and support talented women and minorities with coaching, officiating and athletic leadership potential.
2. To promote through motivation, support and training, competent coaches, officials, athletic directors, and governing board members regardless of race, ethnicity, or sex.
3. To sensitize and encourage organizations and employers to affirmatively seek women and minorities for athletic leadership, training, placement and promotion.
4. To promote the benefits of athletics and athletic leadership to students, educators, parents and community.
5. To improve communication between the school districts, the Colorado High School Activities Association (CHSAA), governing boards,

professional associations, and higher education regarding the need for competent, equitable, balanced staffing of athletic programs.

6. To gather statewide data to define equity problems, direct actions, and to monitor progress.

SECTION II
ESTABLISHING AN ATHLETIC EQUITY PROJECT

- A. Collect Information About the Problem
- B. Select a Representative Committee
- C. Set Meeting Dates
- D. Assess Needs
- E. Set Goals and Objectives for the Year
- F. Implement the Objectives
- G. Evaluate the Objectives
- H. Report Your Progress



II. Establishing an Athletic Equity Project

A. Collect Information About the Problem

You must collect enough data and information to document a problem. Data sources can be found in Section VII (Resources) of this manual. At a minimum, you must have an estimate of the percentages of girls and women as athletic participants, coaches, officials, athletic directors and board members. The state high school activities association and the athletic departments of universities and colleges will have much of this information but not necessarily in condensed form.

You can use national data sources and infer that the same pattern may exist in your state or region. The National Federation of State High School Associations (NFSHSA) and the Women's Sports Foundation (WSF) can supply many of your data needs. Addresses and phones of the NFSHSA and the WSF are listed in Section VII. Helpful background reading for the equity professional should include Women and Sport: From Myth to Reality (Oglesby), The Sporting Woman (Boutilier and San Giovanni), More Hurdles to Clear (U.S. Civil Rights Commission) and A Summary of the New Agenda Conference (Women's Sports Foundation). See Section VII for specific citations.

B. Select a Representative Committee

In order to supplement your information base and to instill a sense of ownership in an athletic equity project, the equity professional should select

ten to twenty persons of diverse experience, expertise, ethnicity and sex to serve on the advisory committee. These persons should be coaches, officials, athletic directors, school administrators, governing board members and could include an athletic trainer, parent, member of the press, and businessperson. The broader the base of input, the clearer view of the problem and its solutions you will have. Tenure on the committee should be for one year and then a new group selected.

Selecting persons who are positive opinion leaders is imperative. Make sure the influential groups in your state are also represented, i.e., the high school activities associations, the athletic directors association, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) group, the girls' or women's sports unions, school administrators, etc. Equity projects often regrettably exclude males who may have considerable interest in the advancement of girls and women. The EAE was greatly enhanced by the contributions and commitment of several influential men. Avoid being perceived as a "women only," "radical feminist" or "special interest" group and gain the active involvement of men and women, minorities and nonminorities, school and community persons.

C. Set Meeting Dates for the Committee

Since your committee members have numerous athletic events to attend, set meeting dates months in advance. The first meeting should be an extended planning meeting and get-acquainted session. Incentives for people to attend meetings include providing a meal, paying travel costs, and reimbursing for substitute teachers. The greatest incentives in addition to these tangible ones will be members seeing accomplishments of the committee, gaining

recognition and prestige as a leader of a pioneering effort, and receiving appreciation and praise from the equity professional who should be the coordinator of the committee.

Committee members will naturally be committed to equity and will only need a positive, organized, task-oriented coordinator to ensure that the committee's objectives are accomplished on time.

D. Assess Needs with the Committee

Now that you have a representative committee of ten to twenty persons and you have set your first meeting, design an agenda for the first meeting which should include introductions, an overview of the problem, a charge from you to the committee, a presentation by a panel of state or region needs, a written needs assessment survey, a discussion of major goals, assignments for the next meeting, and future meeting dates and locations.

When presenting the charge to the committee, you must present some state, regional, and national data; you must also review with the committee a brief history of women in sport and the battles and prejudices which have left many sportswomen discouraged and defeated. Proposing a pioneering effort which confronts the male-dominated sport establishment may be met with attitudes of bemusement ("Don't you know what it's like out there?"), defeatism ("It can't be done."), laissez-faire ("Leave it alone and hope for the best."), and passing the buck ("Let the National Federation or NCAA do this."); some informed optimism will also emerge ("Let's get going on some positive actions.").

The equity professional should understand that women in athletics have had to overcome two disadvantages throughout their careers in a patriarchal

society: 1) being female and therefore "inferior" and 2) being employed in a nontraditional occupation where women's femininity and sexuality are questioned. Asking women in athletics to take on a third difficult role, that of advocate, will not necessarily be met with optimism. Many middle-aged and older women in sport are courageous yet cautious pioneers who have been bruised and scarred throughout decades of name calling and ridicule. See Appendix A for a further explanation of women's sport issues.

The Colorado Educators for Athletic Equity members were all supportive of this new project but were not overly hopeful that change could occur in the powerful male bastion of athletics. Although many equity and civil rights supporters are discouraged and fatigued due to the failure of the ERA, the slow civil rights progress since 1980, and the Grove City vs. Bell decision, defeatism may be more prevalent among women in athletics.

To assess needs, the equity professional can design a questionnaire which the committee members complete; a compilation of the results will give direction to the committee's equity efforts. On the next pages, the writer will present results from the Educators for Athletic Equity (EAE) needs assessment, results of the action planning session, and results of the setting objectives session which all were compiled in the fall of 1983.

1. RESULTS OF THE NEEDS ASSESSMENT, Educators for Athletic Equity, June, 1983

- a. What reasons would you offer for the shortage and/or absence of women and minorities in athletic leadership (coaches, officials, trainers, athletic directors, governing board members)?

- Low turnover of current staff which prevents job openings.
- Negative attitudes of school leaders...prejudice, tradition, stereotyping.
- Many women and minorities do not possess credentials for positions.
- Few role models to emulate.
- Ignorance of training opportunities among females and minorities.
- High demands and few rewards (long hours, low pay, fan and parent criticism).
- Lack of competitive experience with resultant low credibility.
- Narrow academic preparation in physical education only.
- Favoritism and cronyism in hiring.

b. What are the greatest barriers to women and minorities becoming:

- Coaches:
- Lack of motivation, interest, training and certification.
 - Fatigue from being criticized and ridiculed and having to defend girls' programs and rights.
 - Hours required away from spouse and family.
 - Fourteen hour work-day (teach from 7 a.m. - 3 p.m., coach from 3 p.m. - 9 p.m.).

- Officials:
- Lack of motivation, training.
 - Tradition.
 - Negative attitudes: "Women are indecisive.", "Women lack authority."
 - Fear of handling pressure, harassment, and intimidation from male coaches and fans.
 - Traveling great distances.
 - Fear of entering an organization that is 90% white male.

- Trainers:
- Few jobs available.
 - Unwillingness to travel.
 - College trainer programs designed for female needs historically unavailable.

Results of Needs Assessment

June 7, 1983

Athletic

Directors: • Few openings.

- High qualifications and long experience of white males.
- No internships for athletic director training.
- Lack of ambition and goal setting among women and minorities.

Governing

Board

Members: • Few positions available.

- Women and minorities are inexperienced and need time to prove themselves.
- Men rise to the surface of prestigious groups like governing boards.
- The governing board is a closed system.

c. In addition to athletic leadership, are there any other areas needing attention to eliminate sex discrimination in interscholastic athletics?

- Promoting (selling, marketing) the entertainment value of girls' sports must be increased
- Administrators must stop intimidating and threatening coaches.
- Sexist, racist jokes and remarks must stop.
- Unequal scheduling, facilities, money, media coverage and spirit support must be corrected.

- Pep rallies for girls as well as boys should be held.
- Greater use could be made of the personnel office, computer and principals to screen applicants and find coaches.
- Creating job openings during a time of low turnover is difficult.

d. Where are there some strengths and supports for women and minorities to become:

- Coaches:
- Male coaches who support knowledgeable women.
 - Desire and ambition among many women and minorities.
 - Individual administrators who recruit, support and reinforce confidence in women and in girls' programs.
 - CCGS (Colorado Coaches of Girls' Sports) and local coaches' associations.
 - Opportunities for training workshops and clinics are there but must be publicized.

- Officials:
- Opportunities are there if one's willing to work.
 - Opportunities are sport specific; the soccer, swimming, volleyball, and gymnastics associations welcome and encourage women.

- Trainers:
- School districts want competent trainers (male or female) for their school sports.

Athletic

Directors: • C.A.D.A. (Colorado Athletic Directors Association)

- Colleagues
- Women must gain more experience.

Governing

Board

Members:

- Women and minorities must gain more experience.
- Many men are more supportive.
- CCGS (Colorado Coaches of Girls' Sports)
- League boards of control.

e. Please circle the number which generally represents Colorado's effort to place and promote women and minorities in athletic leadership:

1	2	3	4	
No Policy, No Plan	Commitment on Paper and in Policy to Increase Women and Minorities in Athletic Leadership	Isolated Individual & Organiza- tional Efforts	Coordinated Operational Programs; System- atic Communication & Reinforcement	N = 12 $\bar{x} = 2.0$

f. Please circle the number which generally represents your institution's or organization's effort to place and promote women and minorities in athletic leadership.

1	2	3	4	
No Policy, No Plan No Intervention No Action	Commitment on Paper and in Policy to Increase Women and Minorities in Athletic Leadership	Isolated Individual & Organiza- tional Efforts	Coordinated Operational Programs; Systematic Communication &	N = 12 $\bar{x} = 3.25$

Arrange a meeting between the CHSAA and universities.

1. Pool resources.

2. Train education and non-education majors.

Place women and minorities in leadership positions now; we can't wait twenty years.

2. RESULTS OF THE ACTION PLANNING SESSION, Educators for Athletic Equity, June, 1983

At the first meeting of the athletic equity committee, proposed goals were presented and discussed; implementation of the goals through specific objectives, timelines, personnel and budget were addressed at the second meeting.

The EAE formulated the following goals at its first meeting:

Goal 1 Defining the goals of the Educators for Athletic Equity (E.A.E.)

and

Goal 2 Conducting two awareness clinics (Eastern and Western Colorado) in late January or February, 1984, for potential coaches, officials and athletic directors.

Goal #1: Accomplished, June, 1983.

The EAE decided on the following goals after considerable discussion:

- a. Promoting through motivation, training and support competent coaches, officials, athletic directors, and governing board members regardless of race, ethnicity, or sex.
- b. Promoting the benefits of athletics and athletic leadership to students, educators, parents, and community.
- c. Improving communication between the school districts, the Colorado High School Activities Association (CHSAA), governing boards, professional associations, and higher education regarding the need for competent, equitable, balanced staffing of athletic programs.
- d. Sensitizing and encouraging organizations and employers to affirmatively seek women and minorities for athletic leadership training, placement and promotion.
- e. Locating, identifying, training and supporting talented women and minorities with athletic leadership potential.
- f. Seeking funding from public and private sources to supplement the Colorado Department of Education's support of this project.

- g. Can you recommend any persons (women, men; minority, non-minority; eastern slope, western slope; rural, urban) who would be valuable members of this committee?

(Persons were nominated and will be considered by the SEA for the 1984-1985 school year.)

- h. Please brainstorm needed actions to increase the number of women and minorities in athletic leadership: (Numbers indicate the frequency of response from twelve responding members.)

Sponsor clinics to identify, motivate and train the talent pool. (7)

Find methods of changing negative attitudes. (5)

Develop high quality Athletic Director internship programs. (4)

Identify women and minority leaders, role models. (3)

Publicize the need and opportunities for training through officials' associations, health clubs, recreation centers. (3)

Conduct inservices on the politics of athletic leadership-how to interview, use networks, etc.

Gather hard data on women and minorities: percent, number, how did they choose their career, why they left athletics.

Gain support of the power structure--Colorado High School Activities Association, Colorado Athletic Directors Association, Colorado Association of School Executives, Colorado Education Association, Colorado Parent, Teachers and Students Association, Colorado Association for Health, Physical Education, Recreation and Dance.

Provide counselors and Colorado Personnel and Guidance Association with sport career and scholarship information.

Design a mentor system for aspiring coaches, athletic directors, and officials.

Develop certification and competency programs.

Set goals and priorities of the EAE.

Specify how students and community will benefit from women and minorities in athletic leadership.

Establish the need on league and association agendas.

Gathering statewide data to define problems, direct actions, and to monitor progress.

Goal #2: Accomplished, January, 1984.

Instead of conducting two awareness clinics, the Title IX/Sex Equity Program and the EAE conducted one statewide conference with 150 attendees. See Section III on Planning an Athletic Equity Conference and Section IV on Evaluating an Athletic Equity Conference.

3. RESULTS OF THE SETTING OBJECTIVES SESSION, Educators for Athletic Equity, September, 1983

At the second meeting of the EAE in September, 1983, the committee reviewed its goals and decided on three major objectives for the 1983-1984 year:

- a. Collecting data to document the problem in Colorado
- b. Forming a publications sub-committee to publicize needs with a poster and a brochure.
- c. Forming an awareness/support subcommittee to train athletic personnel in recruitment of women and minorities into athletic positions.

The equity professional asked for volunteers to work on each of the three objectives and half the committee volunteered for publications and half volunteered for awareness; the equity professional (committee coordinator) was left with the challenging yet manageable job of collecting data from various sources.

The publications subcommittee decided to write and design a poster and brochure publicizing the need for women and minorities to become coaches and officials; a request was submitted to and approved by the Title IX Supervisor. (See the "Time Out" poster and the "Sports Need You" brochure

that accompany this Training Manual)). The poster and brochure were disseminated in May, 1984 to conference participants, building principals, superintendents and athletic directors.

The awareness subcommittee decided a conference sponsored by the Title IX/Sex Equity program upon advisement of the EAE would inform participants of the need for affirmative action in athletics and would motivate participants to recruit new persons into coaching and officiating. The Title IX/Sex Equity Program with the advisement of the EAE sponsored a conference at a ski resort in January, 1984. See Appendix G for the conference agenda and Section IV for the evaluation of the conference.

E. Set Goals and Objectives

The general goals and the specific objectives of the athletic equity project can be determined in one or two meetings by processing ideas with the committee. Everyone should have input.

F. Implement the Objectives

Once the objectives for the first year are determined, solicit ideas on how to implement them. Determine the timeline, personnel and costs.

G. Evaluate the Objectives

The objectives can be evaluated formally and informally. The equity professional will hear comments about the work and products of the committee; written instruments can be used like the Conference Evaluation Form (See Appendix H).

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H. Report Your Progress

Report your progress to interested groups such as the girls' and women's sports union, the athletic directors' association, the high school activities association, and the Women's Sports Foundation.

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SECTION III

PLANNING AN ATHLETIC EQUITY CONFERENCE: UNIQUE ASPECTS

A. General Aspects

B. Specific Aspects



III. ORGANIZING AN ATHLETIC EQUITY CONFERENCE: UNIQUE ASPECTS

Organizing an athletic equity conference should begin first by the conference coordinator reading a comprehensive conference manual such as A Conference and Workshop Planner's Manual by Hart and Schleicher (1979). Numerous other manuals are available in public libraries. All conferences have commonalities so only unique aspects of the athletic equity conference will be addressed here.

The conference coordinator and planning committee should decide on the following important aspects of the conference:

A. General Aspects

1. Purpose
2. Title
3. Date
4. Location
5. Facility
6. Potential Participants
7. Number of Participants
8. Costs
9. Sponsors
10. Presenters/Presiders
11. Audio-Visual Needs
12. Registration Procedure
13. Sessions
14. Publicity
15. Packet of Materials
16. Timelines

17. Exhibits/Displays

18. Ongoing Support for Participants

B. Specific Aspects

1. Purpose

The athletic equity conference sponsored by an SEA Title IV grantee should be based on the needs assessed by the Title IV grantee and by the planning committee. In Colorado, the Title IV grantee and the planning committee determined that women and minorities are needed as athletic personnel and thereby designed a conference entitled "Wanted: Women and Minorities for Athletic Leadership."

Other purposes for an athletic equity conference could include some of the eleven major issues identified by the 600 delegates and leaders at the New Agenda conference which set goals for girls' and women's sports.

- a. The importance of parental influences on a child's sports interest and development.
- b. The contribution early motor skills development has toward lifetime interest in sport and fitness.
- c. The tremendous contribution regular physical activity can have toward mental and physical health and well being.
- d. The value of boys and girls playing and competing together.
- e. The need for research to ascertain the true potential of women in sport.
- f. The need for women to take leadership positions in sport and the need for girls and women to have female role models.

- h. The importance sport experience has toward the development of social and business skills.
- i. The need to address the problems of isolation and relationships for an elite athlete.
- j. The importance of community and business support in providing opportunities for an active lifestyle.
- k. The need to diffuse the identity of sport with masculinity.

2. Title

A direct catchy title is preferred to a long cumbersome one.
Brainstorm ideas.

3. Date

A midweek conference is desirable only if participants are high school coaches and can be reimbursed for substitute teachers; otherwise the conference should occur around a weekend time frame.

4. Location

The conference should be held in an area easily accessible to air and ground transportation; an attractive geographical setting will attract more participants.

5. Facility

Plan the conference for a comfortable facility as a professional meeting is not the place for "roughing it," camping out or living in barracks or dorms.

6. Potential Participants

Participants of SEA or Title IV athletic conferences can be coaches, athletes, sport officials, athletic directors, board members, educators, parents, business persons, and elected officials.

7. Number of Participants

Determine the capacity of the conference. For SEA Title IV conferences, each part of the state or region should be allocated a proportional share of participants based on the number of students in the area. For example, in Colorado, approximately 50% of all students reside in the metropolitan Denver area; 17% reside in the southeast Colorado region; and 11% reside in each of the northeast, northwest and southwest regions. Therefore, 50% of the conference participants should be from the Denver area, etc. Potential participants must be notified that acceptance is based on a state or regional first-come basis.

8. Costs

Most costs of an SEA or Title IV conference are paid by the Title IV grantee but costs can be defrayed by assessing each participant a fee and by securing corporate sponsors. Notify participants that conference costs are tax deductible.

9. Sponsors

The Colorado SEA has not yet sought funding from the private sector to finance a conference. All SEA conferences have been paid from Title IV funds and from participant fees. If Title IV funding is not sufficient or available, corporate sponsorship is a necessity; furthermore, the political philosophy in Washington encourages joint sponsorship between private and public organizations.

10. Presenters/Presiders

Presenters and keynote speakers at an athletic equity conference should not only have useful information but should be able to deliver

it in an entertaining style. Encourage presenters to read a book on public speaking while preparing their speech. Assign a presider for each session to introduce the speaker, to supervise the comfort of the group (room temperature, microphone, no-smoking policy, audio visual equipment) and to keep the group on task. Encourage each speaker to allow at least one-third of the time for discussion. If time permits, convening a meeting of presenters in advance will facilitate a smooth and consistent flow to the conference.

11. Audio-Visual Needs

All films should be previewed by the designated leader and tested in advance for proper mechanical operation; practice using the film with the projector in advance. Plan backup activities in case of audio-visual failure.

12. Registration Procedure

The registration procedure for an athletic equity conference should include how and when to register and a specific deadline at least two weeks before the conference. Most hotels require a two to three day notification of exact numbers and placing the deadline two to three weeks before the conference date allows the planners to make necessary adjustments based on the numbers. The registration form should include name, address, phone numbers, organization, cost, room-mate preference, vegetarian request, and to whom the check for registration should be made out. Be sure to mention that the costs of the conference, lodging and travel are tax deductible if the conference maintains or improves professional skills. (Treasury Reg. Sec. 1.162.5)

13. Sessions

The sessions will be both large and small, required and choice. Make sure the large group sessions are motivational and challenging in nature to launch and maintain a high-energy level. The workshops should offer enough variety to please all groups of participants.

14. Publicity

Publicity for an athletic conference must be through organizations and individuals. For an SEA Title IV conference, sending the proposed agenda to coaches listed in the activities association directory, to superintendents and to building principals is an effective means of publicizing; publishing announcements of the conference in athletic organization newsletters and newspapers also helps advertise the event. Organizations such as the athletic directors, the physical educators, sport officials and women coaches will be particularly interested in this kind of conference. Announce the conference six to nine months in advance so potential participants will mark their calendars. Using these procedures, the Colorado SEA had to turn people away from its first athletic equity conference.

15. Packet of Materials

A packet of materials must be provided to each participant. The packet should include the agenda, names, addresses, and telephone numbers of participants and presenters, interesting articles, and a conference evaluation form.

16. Timelines

Set target dates for accomplishing major tasks; i.e., news releases mailed; keynote speakers and presenters confirmed; agenda finalized;

printed materials ordered (reprints, signs and banners); films ordered, etc.

17. Exhibits/Display

The planners of the athletic equity conference should secure teaching and training materials for display. Participants can be requested to bring examples of successful programs--newspaper clippings, posters, photographs, scrapbooks, brochures, catalogs, booster club materials, etc.

18. Ongoing Support for Participants

Will your athletic equity conference be a "kiss and run" affair? Or will you provide ongoing information and resources to your participants who comprise a power base for implementing your objectives? The ongoing support must be built in to your conference plan; you should survey participants on the conference evaluation form about followups, services and resources they need to continue the objectives of the conference.

At a minimum, participants need the names, addresses and telephone numbers of all participants, presenters and organizations; other followup services could include a regular newsletter, guidelines on setting up local or regional networks, and a mentor matching program.

19. Conference Evaluation Form

Enclose the conference evaluation form in each participant's packet. Announce regularly that participants should complete the form during breaks rather than waiting until the end when important material is forgotten. Impress on participants how their thoughtful feedback will improve future conferences and direct followup activities.

SECTION IV
EVALUATING THE ATHLETIC EQUITY PROJECT

- A. Evaluation of the Athletic Equity Committee
- B. Evaluation of the Athletic Equity Conference
- C. Suggestions for Improvement of an Athletic Equity Conference
- D. Evaluation of the Athletic Equity Poster
- E. Evaluation of the Athletic Equity Brochure



A. Evaluation of the Athletic Equity Committee

The original EAE Committee was formed in June, 1983, and served until June, 1984. Strengths of the committee as identified by the equity professional were:

1. Positive leaders agreed to serve on the committee.
2. Members represented major geographical areas of the state.
3. Minority and nonminority persons served on the committee.
4. Members committed themselves to attending meetings and to implementing on time the tasks they accepted.
5. The committee divided into two subcommittees which each specified tasks and accomplished them.
6. Committee meetings were kept to a minimum, were work-oriented and were announced far in advance.
7. The committee felt a sense of pride having accomplished its objectives and having gained visibility at the highly-successful athletic equity conference.

Weaknesses of the first EAE Committee were:

1. There were no persons of Hispanic ethnicity on the committee; Hispanic students represent about 20% of Colorado public school students.
2. The committee was unnecessarily large - ten to twelve persons could do the job. A smaller committee would enable easier scheduling of meetings. A large broad committee is desirable but not necessary.

3. Business persons, parents, members of the press and trainers were not represented.
4. Most of the work of the committee was done by four to five highly involved individuals.

B. Evaluation of the Conference, "Wanted: Women and Minorities for Athletic Leadership"

This conference was organized and conducted in January, 1984, by the Colorado Department of Education Title IX/Sex Equity Program with advisement from the EAE. The conference was very positively evaluated. See Appendix G for the Conference agenda, Appendix H for the Conference Evaluation Form and Appendix I for the Summary of Conference Presentations.

Upon evaluating the conference, the SEA noted important factors which contributed to the conference's success.

1. The Title IX/Sex Equity Program provided maximal incentives for women coaches and officials to attend due to the original nature of the conference: 1) two days of release time with substitute-teacher reimbursement; 2) a scenic mountain location; and 3) a nominal registration fee of \$25.00 which defrayed costs of lodging and meals for one night and two days. Without these incentives for an original equity effort, registration would have been smaller.
2. The equity professional (conference coordinator) notified all presenters of expectations in a memo entitled "Suggestions for a Successful Conference." See Appendix F.

3. Strengths of the conference were listed by conference participants as follows:

	<u>Strengths</u>	<u>Weaknesses</u>
<u>Workshops</u>	•Variety of excellent speakers •Variety of excellent role models •Solid information, data and ideas •Meeting people and networking •Quick-moving agenda; not repetitive •Thought-provoking films •Humanistic approach by all presenters	•Workshops too short; more time needed for discussion •More social, break time needed •Limited to viewing one film •Ineffective delivery by one keynote speaker
<u>Materials</u>	•Useful, informative	• No weaknesses noted.
<u>Facilities</u>	• Scenic location • Courtesy of hotel staff • Excellent food • No Smoking policy in meeting rooms	• Mouse running around during the banquet caused distraction • Need vegetarian alternative for meals • Include room-mate request on the registration form

Strengths

Weaknesses

Emotions

- Openness of presenters to share personal experiences
 - Motivation to consider new careers, professionalism, and upward mobility
 - Sense of camaraderie and helping each other
 - Permission to ask for a mentor, job
 - Confidence that women can set goals and achieve them
 - Confidence that the status quo will be changed
- Frustration over not being able to talk with more presenters and participants due to time constraints
 - Frustration over what the solutions are; problem seems overwhelming

C. Suggestions for Improvement of an Athletic Equity Conference

Based on the strengths and weaknesses identified from the first SEA athletic equity conference, the following suggestions will be implemented in future conferences:

1. Allocate at least one and one-half hours per workshop; one hour was too short.
2. Build in half-hour breaks for participants to interact with presenters; fifteen minute breaks were too short.

3. Include the list of conference participants and presenters in the packet; mailing it to participants later was less effective.
4. Select only keynote speakers that the planning committee has heard before a live group. Many competent professionals are limited in their public-speaking ability.
5. Build on and continue the strengths identified.

D. Evaluation of the Athletic Equity Poster

The "Time Out" poster is eye catching and informative; a clip-and-mail form is affixed so persons may receive information on becoming a coach or official. A recommendation is to change "Playing and coaching experience preferred" to "Playing or coaching experience preferred."

E. Evaluation of the Athletic Equity Brochure

The "Sports Need You" brochure presents considerable information along with a clip-and-mail form to receive information on becoming a coach or official. A recommendation for the brochure is to reduce the size of the print on the back page to allow a cleaner, less cluttered appearance.

SECTION V
PROVIDING ONGOING SUPPORT

- A. Ongoing Support Recommended by the Conference Participants
- B. Ongoing Support Recommended by the Title IV Grantee and the Athletic Equity Committee



SECTION V
PROVIDING ONGOING SUPPORT

Now that you have accomplished the objectives for the year with your committee, you must plan for ongoing support and motivation of the people in your network, i.e., conference participants, officers of coaching and officiating organizations, New Agenda contacts, state activities association personnel, etc.

Based on the needs expressed on the evaluation form from conference participants, the following ongoing support services were recommended to the SEA in order of frequency of response:

A. Ongoing Support Recommended by the Conference Participants

- 1.) Regular newsletter to publicize job vacancies, success stories, clinics, current data, important dates, opinions, trends, legislation, etc.
- 2.) Regional networks to identify supporters, advocates and resources in all areas of the state; a mailing list of conference participants, presenters and organizations should be mailed to interested persons and organizations.
- 3.) Conference report to review important concepts.
- 4.) Annual statewide conference and more workshops on the issue of girls and women in sport.
- 5.) Job finding sources and procedures.
- 6.) Followup survey of participants to determine actions occurring as a result of the conference.

- 7.) Summer or weekend clinics with a multiple-sport focus; consider
- 8.) Mentor matching could be set up in the regions for people needing a mentor and/or willing to be a mentor.
- 9.) Assistance and support for women coaches with spouses and children.
- 10.) Monitoring progress each year with data.
- 11.) Involving men by bringing them to workshops and conferences.
- 12.) Involving students in networks and on conference agendas.
- 13.) Informing coaches on the uses of computers in athletics.

In addition to the needs expressed above, the Title IV grantee and the committee must analyze progress toward the goals of the athletic equity project and plan for actions that do not surface on a formal needs assessment. In Colorado, for example, after implementing the top expressed needs (the newsletter, regional networks, conference report and annual conference), the Title IX/Sex Equity Program and the EAE will address other issues which have come to our attention.

B. Ongoing Support Recommended by the Title IV Grantee and the Equity Committee

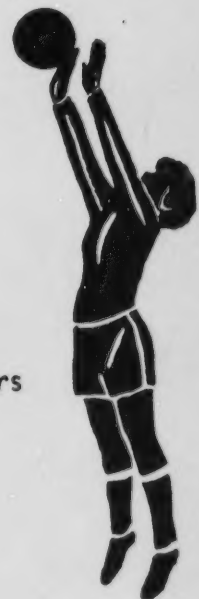
- 1.) Continued dissemination of the poster and brochure to publicize the problem and to recruit new coaches, officials, athletic directors and governing board members.

- 2.) Printing an explanation sheet for each high school sport
outlining procedures for getting trained as a coach or
official of that sport.
- 3.) Facilitating the minority female's participation in high school
sports.
- 4.) Advocacy at state colleges and universities for expansion and
enhancement of women's athletic programs to accommodate the
abilities and interests of increasingly skilled high school female
athletes who are entitled to high-quality athletic programs.
- 5.) Annual updating of state athletic data to determine trends.

SECTION VI

APPENDICES

- A. The Equity Professional and Sport Phobia: Questions and Answers
- B. Colorado Interscholastic Athletic Data
- C. Sample Letter to Committee Members
- D. Sample Theoretical Framework for Athletic Equity Project
- E. Sample Needs Assessment Instrument
- F. Sample Memo and Biographical Sketch for Conference Presenters
- G. Conference Agenda: Wanted: Women and Minorities for Athletic Leadership
- H. Sample Conference Evaluation Form
- I. Summary of Conference Presentations
- J. Sample Article for Girls' and Women's Sports Newsletter
- K. Common Questions Asked by Coaches, Officials and Athletic Directors
- L. Common Questions Asked by Potential Coaches and Officials



APPENDIX A

THE EQUITY PROFESSIONAL AND SPORT PHOBIA: QUESTIONS AND ANSWERS

APPENDIX A

In order to overcome sport phobia, the equity professional must understand some background and issues of girls and women in sports. This section will present questions the equity professional may be asked while implementing an athletic equity project; answers to the questions are also suggested:

1. Why might the equity professional be afraid of confronting discrimination in the athletic leadership positions of coaching, officiating and athletic administration?

Several factors may account for the equity professional's fear of the athletic power structure. First, discrimination in the power structure of athletics has not been addressed at conferences or in writings of Title IV grantees, of the National Coalition of Sex Equity in Education (NCSEE), of the Council of Chief State School Officers (CCSSO), or of the Project on Equal Education Rights (PEER). Thus the topic is original in nature and unfamiliar to equity professionals who have received extensive training in other areas of inequities in schools, i.e., athletic participation, school administration, counseling, curriculum and vocational education.

Equity professionals may also lack a background in coaching or physical education thereby wrongly believing they are too inexperienced to confront the complex, masculine and "inpenetrable" domain of

athletic power. The athletic bastion is perceived as a sacred and intimate male domain which neither invites or welcomes "outsiders."

A third factor which may intimidate equity professionals is homophobia, the fear and ignorance of homosexuality and homosexuals. The common use of homophobia to scare women out of athletic participation and from involvement in the women's movement may also operate against the equity professional.

Stereotyping is the final factor which may deter equity professionals from addressing discrimination in the athletic power structure. Equity professionals may adhere to popular yet simplistic beliefs that all athletics are too competitive, too violent, too dangerous, too elitist and too commercial to fit with egalitarian values the equity professional espouses.

The equity professional needs to make a critical analysis of the role, costs and benefits of sport for females and males and arrive at a course to improve rather than ignore the sport institution, which is here to stay. The equity professional has closed her or his mind to the benefits that sports offer individuals and society and has stereotyped all athletic power structures as "corrupt" and "invulnerable." It is ironic that the equity professional can confront deeply imbedded hostilities in sexism, racism, anti-Semitism, classism and handicapism yet feels incapable of challenging another institution among many which reflects those prejudices. The athletic power structure is not the problem; the problem lies with avoidance, fear, ignorance and neglect among equity professionals.

2. Why should the equity professional be concerned about the declining number of women in athletic leadership positions?

Athletes, coaches and sports dominate the mass media. More coverage on television and in newspapers and magazines is given to a school's or college's athletic record than is ever given to academic records. Millions of American sport and fitness enthusiasts, spectators, fans, athletes, families of athletes and businesspersons spend hours of leisure time viewing, participating in, and avidly discussing sports or fitness events. The reality is that sports are a passion among millions of people around the nation and the world.

The influence the mass media exerts on young people and their aspirations and values is well known to equity professionals. If women and minorities continue to decline in their numbers as coaches and never attain the rank of athletic director, young people will have few role models of women and minorities in positions of decisiveness, authority, strength, teamwork and courage. The importance of visibility of women and minorities at sporting events and thereby being reported on the mass media is clear. This visibility must be present and active at local, state, national and international sporting events.

3. Why are women declining in coaching positions when female sport participation has increased so rapidly over the past decade?

Various factors can be offered to explain the decline of women as coaches of high school and intercollegiate sports. The writer has not yet gathered data on the actual loss or gain of women as sport officials and athletic directors so those categories are unknown at the present time.

Four reasons can be offered to explain the decline of women as coaches of Colorado high school sports; these same factors may apply to other states. Later the decline of women as college coaches will be discussed.

First, in Colorado the great demand in the early 1970's to staff girls' teams with competent coaches created numerous job openings for persons with competitive athletic experience. Prior to 1972 when Title IX was passed, women and girls were denied the privileges of high school and college athletic competition. Thus the supply of qualified male coaches far exceeded the supply of female coaches and male coaches were hired over the years. The improved prestige, attention and pay associated with girls' sports attracted many male teacher/coaches.

The excessive time demand of coaching is a second factor which may have discouraged many women from coaching. Several recent national studies have shown that a married woman working outside the home does four times as much child care and housework as her spouse who also works outside the home. The sharing of child care and housework with spouses is imperative for married women who want to coach or officiate and to date this sharing has generally not materialized. Women who are single parents have neither the time or financial resources to fulfill the demands of a second job. All women whether single or married

must overcome the negative cultural stereotypes of women as "passive," "indecisive" and "incompetent."

A third explanation for the shortage of women as coaches is the conflicting philosophy between physical educators and coaches. Many early women coaches were physical educators who did not necessarily believe in the importance of competition and winning. Many of these early coaches saw fitness and recreation as the important goal and resigned from coaching as girls' competition and winning became important to students, coaches, administrators and parents. Yet both philosophies of competition and fitness have merit and women are needed as both coaches and physical educators.

A fourth explanation is that as women physical educators resigned from early coaching jobs, the women were replaced by men who had more experience and who had ties to the male power structure. Today, with many high school coaches resigning from coaching but not from teaching, few teaching positions are available to young women who could coach. Schools are stuck with hiring coaches from the aging teaching profession or hiring a part-time coach who only coaches after school. Few women who would like to coach can subsist on a part-time income.

At the collegiate level where women have declined as coaches of women's sports from 58.2% in 1977 to 53.8% in 1984, Acosta and Carpenter (1984) offer two contrasting explanations: 1) Women coaches believe the reasons for the decline to be success of the male network and failure of the female network; 2) Men coaches believe the reasons to be lack of qualified women and the unwillingness of women to recruit and travel. Further research on this question is needed.

Since coaching is the training ground for becoming an athletic director, women may also be declining or never arriving as athletic directors. The actual number and percent of women as athletic directors and officials at high school and collegiate levels is an area of needed research but beyond the scope of this study. Regardless of the reasons for women's decline, equity professionals have a responsibility to intervene and reverse this trend.

4. Don't values associated with sports conflict with feminist and egalitarian values?

Not all sports are excessively competitive, preoccupied with winning, violent, exploitive, commercial and corrupt as popular stereotypes would convey. There are undoubtedly abuses and damages in all levels of sports as there are in all other institutions.

Equity professionals have a choice of avoiding the athletic power structure altogether and allowing injustices toward women and minorities to continue or to jump into the middle of the sport establishment and try to direct improved opportunities for all persons regardless of sex, ethnicity or race.

Equity professionals should consider the positive values associated with sports and determine how these can be extended to more young women and young minorities: challenging one's own limits, team work, courage, excitement, managing stress, health, fitness, opportunities for scholarships and employment, and joy of self-discovery.

Considering the costs and benefits of athletics, equity professionals may discover a potent force for improving the status of women and minorities through high visibility of women and minorities in positions of athletic power.

5. Athletics is such a complicated male domain, how can the equity professional who is not a sport expert expect to be effective?

The same skills used to change sexist and racist attitudes and practices in educational institutions can be used to improve opportunities for women and minorities in the athletic power structure. In fact, equity professionals have an advantage working in athletics by being impartial to the different sports, incognizant of past personality conflicts, and not embittered by past failures. A fresh pragmatic approach is needed for an ancient institution steeped in patriarchal traditions. Equity professionals are champions of the practical approach to institutional problems; now we must go after the sport establishment.

6. Isn't the male athletic bastion too powerful and entrenched to be changed by equity professionals? Wouldn't our limited resources be better placed in an area more likely to change?

Equity professionals are accustomed to difficult tasks. Consider the heroic gains made over the past ten years critics said would "never" be accomplished:

- a. Equal pay given for equal work
- b. Sex discrimination in schools prohibited
- c. Women controlling their reproductive lives
- d. Interscholastic sports opened to girls
- e. Scholarships provided to collegiate women athletes
- f. Sexual harassment considered illegal instead of a normal working condition
- g. A woman appointed to the Supreme Court
- h. Women ordained as ministers, priests and rabbis
- i. Women selected as astronauts
- j. Women accepted in U.S. military academies
- k. Women running a marathon (26 miles) in the Olympics

The athletic power structure is no more difficult to change than the military, church, judiciary, work force or the school. Equity professionals have always recognized the institutional nature of sexism; having tiptoed on to the safe plains of female sport participation, the equity professional must now strategize access to the plateau and to the summit.

7. Why have women coaches and athletic directors allowed this decline to occur when women in business and other professions have increased their numbers and percentages over the years?

Women in athletics have encountered severe barriers to upward mobility unlike barriers faced by women in business, trades and other professions. An understanding of these barriers is important so that

equity professionals do not accept an oversimplification or a "blame the victim" interpretation of the problem. This explanation is not intended to relieve women in athletics of partial responsibility for the problem; rather it is to bring out the issues of patriarchal intimidation of women who challenge the traditional female stereotype by being strong, healthy, decisive and competent.

Five factors may help explain the lack of upward mobility for women in athletics. First, the major barrier to women's upward mobility is no agreement of whether women should be in sports at all. Sport has been a patriarchal institution which has excluded girls and women on the basis of their presumed "biological inferiority." Widespread acceptance of this myth keeps many women out of sports altogether. With little access or encouragement for entry level sport participation it is no wonder that upward mobility is difficult if not impossible.

A second reason contributing to the lack of upward mobility for women in sports is the curious neglect of examining sexism in sport among feminist scholars and feminist sociologists according to Boutilier and San Giovanni (1983). Whereas these feminists have written powerful and provocative essays and anthologies about sexism in politics, economics, sociology, psychology, sciences, business and industry, none have examined the sexist institution of sport and its impact on the quality of girls' and women's lives. Why have not feminist scholars like Jessie Bernard, Gloria Steinem, Betty Friedan, Jo Freeman, Gerda Lerner, Eleanor Maccoby and Carol Jacklin, Kate Millett and Robin Morgan addressed the potential of feminist vision and female experience for reshaping the sport institution?

A third factor which may block upward mobility for women in sports is role conflict experienced by many women in nontraditional jobs. A woman coach doing work nontraditional for her sex must overcome the sex stereotype that women cannot be both feminine and athletic: this cognitive dissonance of proper role may be dealt with by women in sports by minimizing the importance of what they do and by adhering to a more conservative nonactivist role in the sport establishment.

Intense homophobia is the fourth factor which may prevent women from climbing the athletics ladder. Although no evidence exists that homosexuality is more prevalent among athletic women than among nonathletic women, stereotypes and myths continue to scare women out of aspiring to and planning for promotions. Heightened visibility in a leadership position as a coach, official or athletic director could cause a woman more questions about her personal sexuality. Many women choose to avoid high positions and visibility altogether in order to minimize intrusions into their personal lives.

The final explanation for the decline rather than rise of women in athletic leadership positions over the past decade is the athletic woman's use of leisure time. Women coaches and athletic directors work long hours during nights and weekends often in addition to teaching, preparing lessons and grading papers. Hours spent with teams and athletes in competing, training, traveling, practicing, recruiting and marketing are hours that cannot be spent in reading feminist literature or in attending consciousness-raising (CR) groups or feminist conferences.

Women coaches may have channeled their feminist awareness into the growth and development of their athletes and their programs. Who needs a CR group to prove women are strong, courageous and can work as a team when your daily life attests to that reality?

Thus the equity professional can see the formidable barriers facing women or minorities who aspire to promotion and leadership in the athletic establishment. A collusion of neglect and fear among feminist scholars, equity professionals and athletic women themselves has resulted in this downward trend and if not addressed by all parties will result in few or no women in athletic leadership positions by the year 2000. Blaming the victim will not help; educating the victim will.

8. What should be the goal for women and minorities in athletic leadership?

The French philosopher Simone de Beauvoir suggested two goals women and minorities may strive for in their drive for justice and full representation in society. The first goal is parity with those in power and the subsequent second goal is transformation of the social institution.

In the case of the athletic power structure, the writer suggests de Beauvoir's vision that women should be 99% of girls' and women's teams coaches to match the 99% of men who are boys' and men's coaches. Women including a proportionate share of minority women should be approximately 50% of sport officials, athletic directors and governing board members inasmuch as females are already one-third of the high school and collegiate athletes and will soon be one-half of all athletes due to growing interest and encouragement among young women.

Since racial and ethnic minorities comprise about 21% of the Colorado population, the writer suggests at least 21% of the athletic leadership roles be held by males and females of racial or ethnic minority status.

Once parity is attained perhaps by the year 2000 a transformation of the athletic institution may be in progress. Women and minorities will bring their sensitivity and world view to the helm of athletic teams at the high school, collegiate, professional and Olympic levels.

Perhaps abuses and excesses of the present structure will be eliminated as a result of diverse ownership and accountability in athletic structures. It is always possible women and minorities selected as athletic leaders will overlook present injustices for their own personal upward mobility. However, as the nation and world move toward a multicultural interdependent global village, survival and enhancement of all persons depends on representative self-governance and representative internal communication. Women and minorities in athletic leadership positions in proper proportion may help reduce misunderstandings and hostilities and enable sports to promote excellence and appreciation of differences among young people and people of all ages.

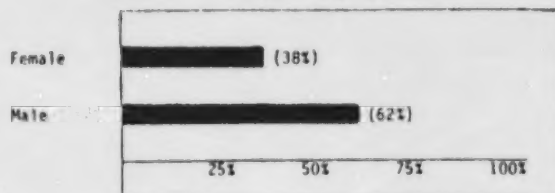
APPENDIX B

COLORADO INTERSCHOLASTIC ATHLETIC DATA

What Is The Colorado Athletic Profile* For Females And Males?

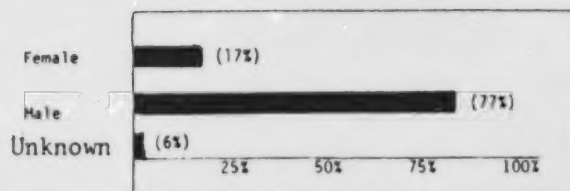
High School Student Athletic Participation (1983-84)

N = 92,677



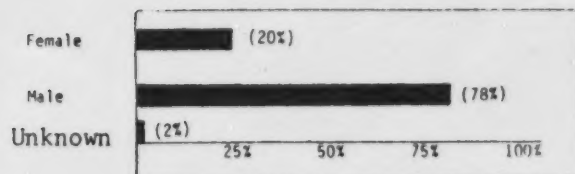
High School Coaches (1983-84)

N = 2,848



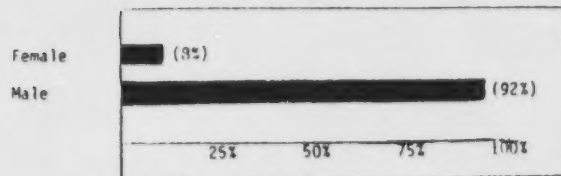
High School Officials (1983-84)

N = 2,678



High School Athletic Directors (1983-84)

N = 284

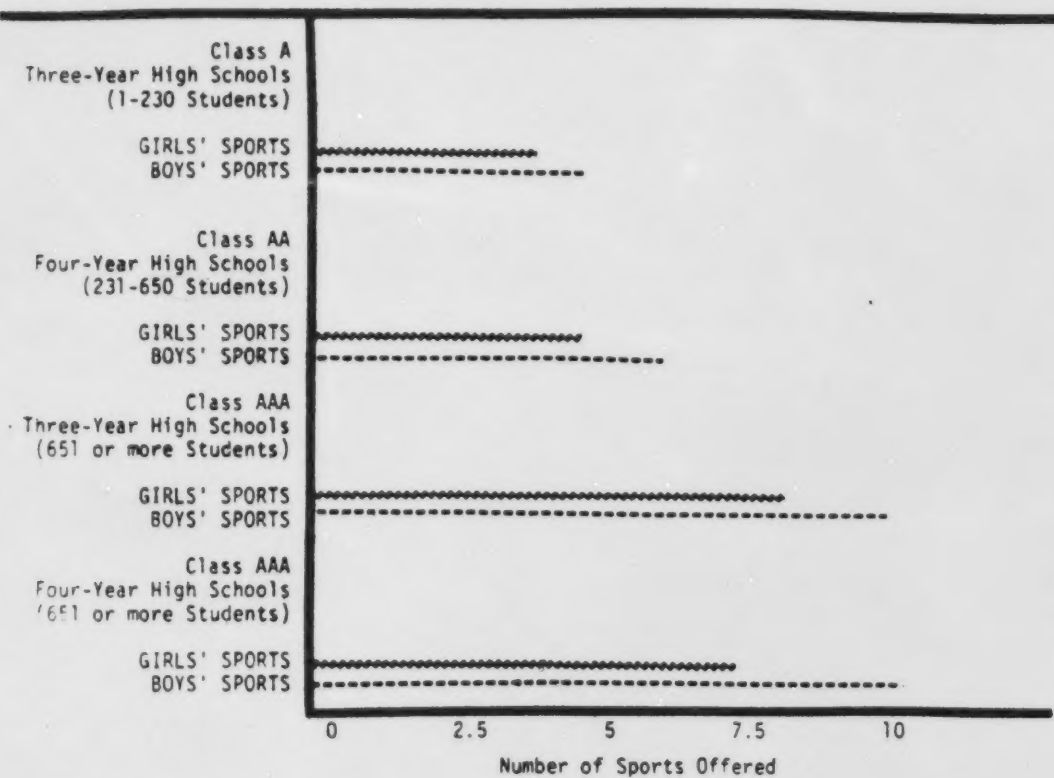


* Source: Colorado High School Activities Association 1983-84
Directory of Member Schools, Administrators, Coaches
and Directors of Interscholastic Activities

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COLORADO PUBLIC SCHOOLS
NUMBER OF SPORTS OFFERED BY SEX*
(1982-1983)

School Classification



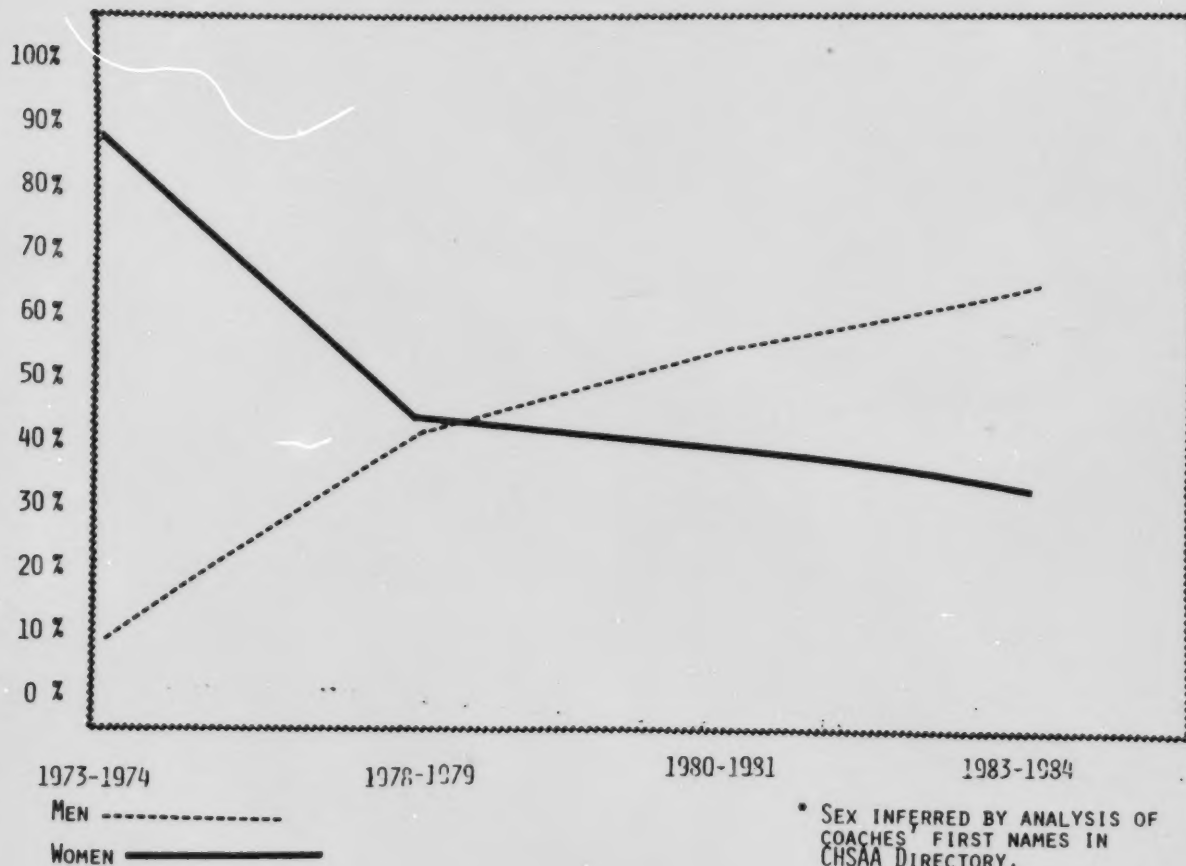
..... Girls' Sports
----- Boys' Sports

	Girls' Sports	Boys' Sports
Class A Three-Year	3.1	3.9
Class AA Four-Year	4.3	5.8
Class AAA Three-Year	7.8	9.9
Class AAA Four-Year	7.4	10.0

* Colorado Athletic Directors' Association, Results of the Questionnaire on Athletic Programs, 1983

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COLORADO PUBLIC SCHOOLS COACHES OF HIGH SCHOOL GIRLS' SPORTS BY SEX*

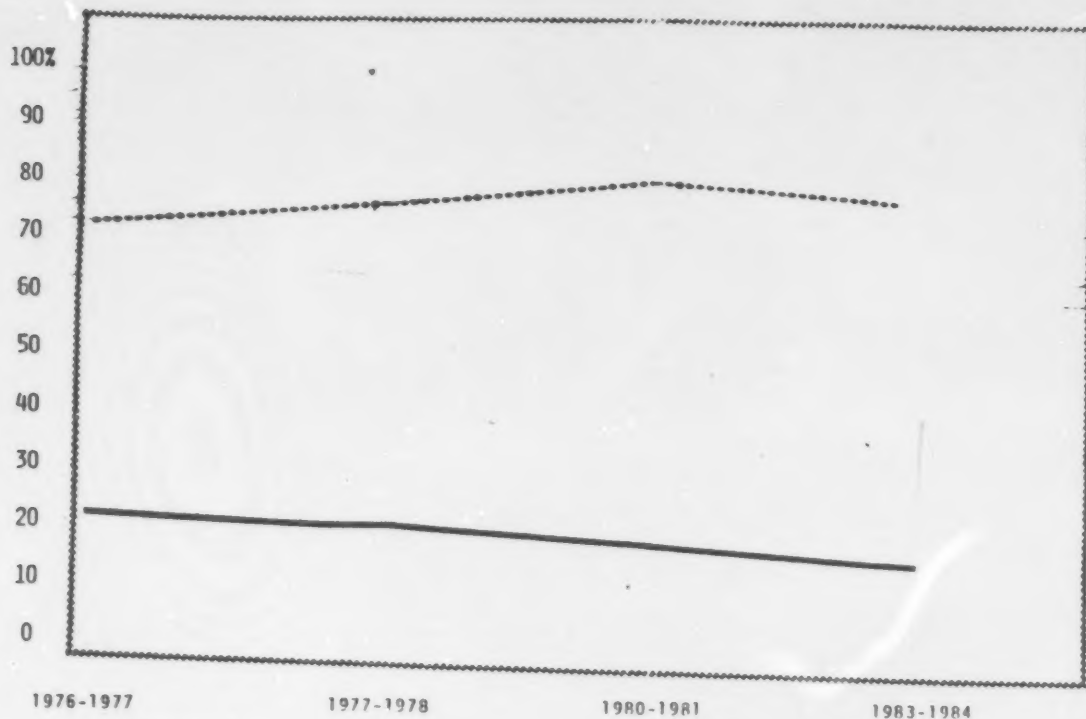


* SEX INFERRED BY ANALYSIS OF
COACHES' FIRST NAMES IN
CHSAA DIRECTORY.

COLORADO DEPARTMENT OF EDUCATION
APRIL - 1984

	Total Number of Girls' Coaches	% Women	% Men	% Unknown
1973-1974	434	89%	9%	2%
1978-1979	1130	48%	45%	7%
1980-1981	1190	40%	52%	8%
1983-1984	1409	31%	60%	7%

COLORADO PUBLIC SCHOOLS COACHES OF HIGH SCHOOL BOYS' & GIRLS' SPORTS BY SEX*

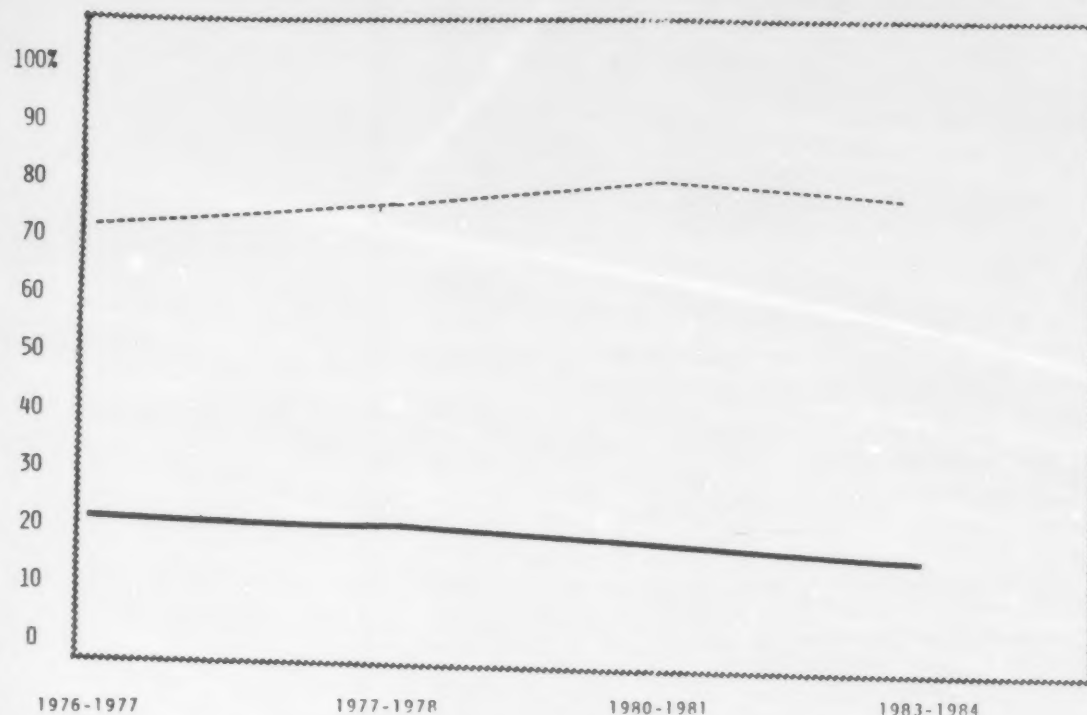


Men -----
Women —————

* SIX INFERRED BY ANALYSIS OF
COACHES' FIRST NAMES IN
CISAA DIRECTORY.
COLORADO DEPARTMENT OF EDUCATION
APRIL, 1984

	Total Number of All Coaches	% Women	% Men	% Unknown
1976-1977	2288	26%	73%	1%
1977-1978	2560	24%	74%	2%
1980-1981	2706	18%	80%	2%
1983-1984	2848	17%	77%	6%

COLORADO PUBLIC SCHOOLS COACHES OF HIGH SCHOOL BOYS' & GIRLS' SPORTS BY SEX*



1976-1977

1977-1978

1980-1981

1983-1984

MEN: -----

WOMEN: _____

* SEX INFERRED BY ANALYSIS OF
COACHES' FIRST NAMES IN
CISAA DIRECTORY.

COLORADO DEPARTMENT OF EDUCATION

APRIL, 1984

	Total Number of All Coaches	% Women	% Men	% Unknown
1976-1977	2288	26%	73%	1%
1977-1978	2560	24%	74%	2%
1980-1981	2706	18%	80%	2%
1983-1984	2848	17%	77%	6%

SPORT-BY-SPORT ANALYSIS OF COLORADO INTERSCHOLASTIC

COACHES OF GIRLS' SPORTS BY SEX¹

1982-1983

COLORADO DEPARTMENT OF EDUCATION

TITLE IX/SEX EQUITY PROGRAM

DR. SUSAN P. SCHAFER, CONSULTANT

LYNNE M. JOHNSON, STAFF ASSISTANT

Sport	Women		Men		TBA ²		Total	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Girls' Gymnastics	66%	64	34%	33			100%	97
Girls' Volleyball	62%	163	37%	96	1%	3	100%	261
Girls' Swimming	47%	38	53%	43			100	81
Girls' Tennis	39%	33	61%	51			100	84
Girls' Track	30%	77	61%	153	9%	23	100	253
Girls' Basketball	24%	64	71%	188	5%	14	100	266
Girls' Soccer	19%	10	81%	42			100	52
Girls' Cross Country	8%	9	92%	101			100	110
Girls' Golf	6%	6	94%	88			100	94
All Coaches of Girls' Teams	35%	458	65%	840	5%	39	100	1298

1. Sex inferred from analysis of coaches' first names as listed in the CHSAA Directory, 1982-1983

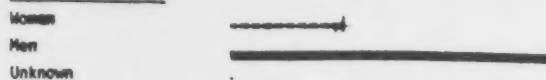
2. To be announced

11/83

COLORADO PUBLIC SCHOOLS

HIGH SCHOOL COACHES OF GIRLS' SPORTS BY SEX*
1982-1983

GIRLS' BASKETBALL



GIRLS' CROSS COUNTRY



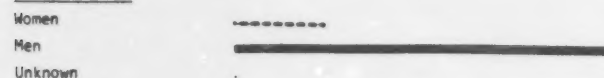
GIRLS' GOLF



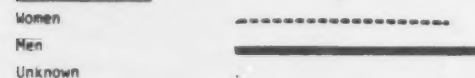
GIRLS' GYMNASTICS



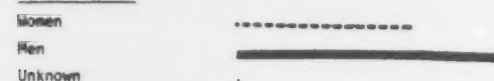
GIRLS' SOCCER



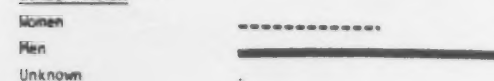
GIRLS' SWIMMING



GIRLS' TENNIS



GIRLS' TRACK



GIRLS' VOLLEYBALL



0% 25% 50% 75% 100%

Women -----
Men =====

	Total Number of Girls' Coaches	% Women	% Men	% Unknown
Girls' Basketball	266	24%	71%	5%
Girls' Cross Country	110	8%	92%	
Girls' Golf	94	6%	94%	
Girls' Gymnastics	97	66%	34%	
Girls' Soccer	52	19%	81%	
Girls' Swimming	81	47%	53%	
Girls' Tennis	84	39%	61%	
Girls' Track	253	30%	61%	9%
Girls' Volleyball	261	62%	37%	1%

* Colorado High School Activities Association Directory, 1982-1983

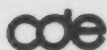
COLORADO PUBLIC SCHOOLS
HIGH SCHOOL SPORT OFFICIALS BY SEX*
(1983-1984)



* Colorado High School Activities Association Officials Directories, 1983-1984

APPENDIX C

SAMPLE LETTER TO COMMITTEE MEMBERS



Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

Calvin M. Frazier
Commissioner of Education

May 28, 1983

Dear Colleague:

Thank you for agreeing to serve on the Educators for Athletic Equity Advisory Committee. The purpose of this committee is to assist the Colorado Department of Education, Title IX/Sex Equity Program with ideas and methods for placing and promoting women in athletic leadership.

The first meeting of this committee will be on Tuesday, June 7 in the State Board Room of the State Office Building (S.O.B.), 201 E. Colfax Avenue, Denver, CO. The State Board Room (Room 520) is on the fifth floor of the S.O.B. which is on the northeast corner of the Colfax and Sherman intersection. Please bring quarters for parking lots located on Grant Street between Colfax and 12th; parking is about \$1.50 per day. Lunch will be provided at the Quorum.

Please bring your ideas for placing and promoting women in the following categories:

- .coaches
- .officials
- .athletic directors
- .governing board members (e.g., CHSAA Board of Control)

What could or should be done to recruit, train, place, support and promote women in these nontraditional areas? I am aware this is no small task!

Attached is the proposed agenda. I look forward to seeing you June 7.
Thank you.

Sincerely,

Susan P. Schafer, Ed.D.
Consultant
Title IX/Sex Equity Program
866-5294

SPS:lmj

attachment

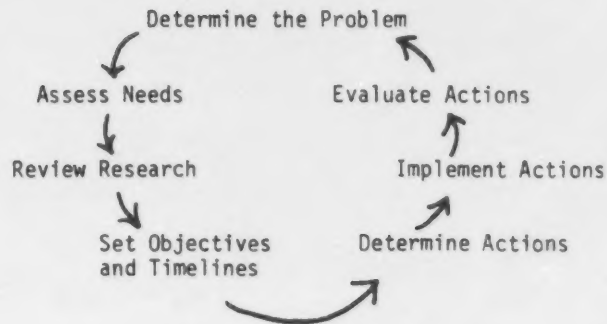
cc: Roy Brubacher, Assistant Commissioner, CDE
Doug Johnson, Unit Director, Community Based Education Services
Jeanette Ray-Goins, Supervisor, Title IX/Sex Equity Program

APPENDIX D

SAMPLE THEORETICAL FRAMEWORK FOR ATHLETIC EQUITY PROJECT

PROPOSED THEORETICAL FRAMEWORK
FOR EDUCATORS FOR ATHLETIC EQUITY (E.A.E.)
Dr. Susan Schafer, Title IX/Sex Equity Consultant

PROCESS



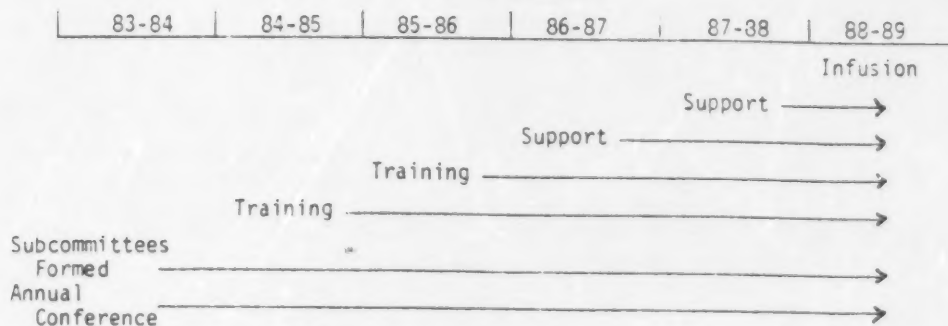
CONTENT

E.A.E. ADVISORY COMMITTEE
(Statewide Committee of Athletic Leaders)

E.A.E. Subcommittees

<u>Research/Funding</u>	<u>Annual Conference</u>	<u>Training</u>	<u>Support</u>
Collect Data Set Goals Seek Funds WEEA WSF Private Industry Matching Grants	Locate Talent Pool Motivate Talent Pool Sport Career Counseling Intro. to Training Opportunities	Getting Qualified Academic Counseling Intern/Practicum Application Process for Jobs	Landing the Job Newsletter/Network Mentor System Survival Manual Inservice/Clinics Promotions

MAJOR GOALS



APPENDIX E

SAMPLE NEEDS ASSESSMENT INSTRUMENT

NEEDS ASSESSMENT

EDUCATORS FOR ATHLETIC EQUITY

June 7, 1983
Colorado Department of Education
Title IX/Sex Equity Program

1. What reasons would you offer for the shortage and/or absence of women and minorities in athletic leadership (coaches, officials, trainers, athletic directors, governing board members)?

2. What are the greatest barriers to women and minorities becoming:
Coaches: _____

Officials: _____

Trainers: _____

Athletic Directors: _____

Governing Board Members: _____

3. In addition to athletic leadership, are there any other areas needing attention to eliminate sex discrimination in athletics?

4. Where are there some strengths and supports for women and minorities to become:
Coaches: _____

Officials: _____

Trainers: _____

Athletic Directors: _____

Governing Board Members: _____

5. Please circle the number which generally represents Colorado's effort to place and promote women and minorities in athletic leadership:

1	2	3	4
No Policy, No Plan No Intervention No Action	Commitment on Paper and in Policy to Increase Women and Minorities in Athletic Leader- ship	Isolated Individual & Organiza- tional Efforts	Coordinated Operational Programs; System- atic Communication & Reinforcement

6. Please circle the number which generally represents your institution's or organiza-
tion's effort to place and promote women and minorities in athletic leadership.

1	2	3	4
No Policy, No Plan No Intervention No Action	Commitment on Paper and in Policy to Increase Women and Minorities in Athletic Leader- ship	Isolated Individual & Organiza- tional Efforts	Coordinated Operational Programs; System- atic Communication & Reinforcement

7. Can you recommend any persons (women, men; minority, non-minority; eastern slope,
western slope; rural, urban) who would be valuable members of this committee?

8. Please brainstorm needed actions to increase the number of women and minorities
in athletic leadership:

PROPOSED ACTIONS

9. Please list the top three actions needed and put an asterisk (*) by any
action you could support and/or initiate.

Thank you for your assistance!

APPENDIX F

SAMPLE MEMO AND BIOGRAPHICAL SKETCH FOR CONFERENCE PRESENTERS

COLORADO DEPARTMENT OF EDUCATION

303 West Colfax Avenue
Denver, CO 80204

Tel: (303) 534-8871

To: Presenters and Presiders, "Wanted: Women and
Minorities for Athletic Leadership" Conference

Date: December 29, 1984

From: Sue Schafer, Conference Coordinator *Sue*

Subject: Suggestions for a Successful Conference

Congratulations! You have been selected as a presenter or presider at an equity conference. I would like to make some suggestions to help promote a successful conference.

1) Equity conferences deal with managing the change process instead of maintaining or enhancing the status quo. You may, thus, encounter some negative attitudes or defeatism in your groups, so you must remain positive and enthusiastic that change can and will occur with proper planning. If you hear comments like "It can't be done" or "It's never been done before", you might say, "Let's be creative." or "We are the leaders - let's brainstorm some ideas." or "Let's share some success stories." It is important for all presenters and presiders to be positive and strong without being 'pollyannish' or discounting participants' concerns.

2) Please start and end your session on time; please have all participants introduce themselves at the beginning of the session to create a friendly atmosphere. Please treat participants as professional colleagues who have considerable knowledge themselves.

3) Please use sex-fair language whenever possible. Examples:

Sexist Language

Chairman
The athlete he
The coach he
The superintendent and his staff
Man-to-man defense
Guard your man
Baseman
"just" a housewife
Mankind
Husband, Wife
Ladies
"Listen, you guys..."

Sex-fair Language

Chair
The athlete he or she
The coach he or she
The superintendent and his or her staff.
One-on-one or player-to-player defense
Guard your player
Baseplayer
Homemaker
People
Spouse, partner, significant other
Women
"Listen, people, folks, ..."

- 4) Please allow for interaction and discussion among your participants.
- 5) Please keep your session practical rather than theoretical; most participants want and need useful, practical information.
- 6) Please avoid a metropolitan, wealthy-district bias. The large majority of

Sue Schafer Memo
Successful Conference cont.

Colorado school districts are small, rural and non-affluent. You must speak to all persons - urban, rural, large, small, affluent and non-affluent.

- 7) If you need reprints or AV equipment, please notify me immediately at 534-8871 ext. 343; or mail your reprint request to: Colorado Department of Education, 303 West Colfax, Denver, CO 80204, Attention: Molly Bryant.
- 8) Please complete the form below and return to me ASAP or by January 13, 1984. The information will be used on the printed program.
- 9) Presiders are responsible for introducing the presenter(s), for starting and ending on time, for keeping the group on task, for clarifying issues which might arise, for preventing one or two persons from dominating the discussion, and for general troubleshooting.
- 10) Please feel free to call me if you have any questions or suggestions for your session or the conference.

----- Clip and Mail to Sue Schafer -----
----- CDE, 303 W. Colfax Ave., Denver, CO 80204 -----
----- Colorado Department of Education -----
----- Presenter/Presider Biographical Data -----
----- "Wanted: Women and Minorities for Athletic Leadership" Conference -----

NAME: _____

PRESENT POSITION: _____

FORMAL EDUCATION: _____

(Degrees & Institutions) _____

JOB EXPERIENCE: _____

(Years & Position) _____

cc: Jeanette Ray-Goins, Supervisor, Title IX/Sex Equity Program

APPENDIX G

CONFERENCE AGENDA: WANTED: WOMEN AND MINORITIES FOR
ATHLETIC LEADERSHIP



Wanted: Women and Minorities for Athletic Leadership

CONFERENCE AGENDA

Wednesday, January 25, 1984

12:00 - 1:00 Registration/Check In

1:00 - 2:15 Introductions

Dr. Susan Schafer,
Conference Coordinator

Overview of Title IX Program

Jeanette Ray-Goins, Supervisor
Title IX/Sex Equity Program
Colorado Department of Education

Introduction of Keynote Speaker

Douglas Johnson, Unit Director
Career Development and Equal
Opportunity Unit
Colorado Department of Education

Keynote Speech: "The Effective Leader"

Dr. Margaret Hatcher, Superintendent
Telluride School District R-1

2:15 - 3:30 Panel: Contemporary Issues in Girls' and Women's Sports:
Physiology, Socialization, Resources.

Jeanette Ray-Goins, Moderator
Dr. Susan Van Dyke, Professor,
University of Denver
Dr. Jay Coakley, Professor,
University of Colorado, Colorado
Springs
Dr. Susan Schafer, Consultant, Title
IX/Sex Equity Program, CDE

3:30 - 4:00 Break, Holidome

4:00 - 5:00 Choice Sessions (choose one)

A. Board Room

She Works Hard For Her Money: Your Athlete and Financial
Aid, Recruiting Guidelines and Ideas, and Sport-Related
Careers.

Nelda Chapman, Presider
Coach, Rangeview High School,
Aurora
Bonnie Koch, Presenter
Coach, Mesa College, Grand

B. Summit Room
Is There Life After Coaching? Your Career as an Athletic Director, Principal and Superintendent.

Peter Blanco, Presider
Athletic Director, Aurora Public Schools

Panelists:

Irma James, Principal, John F. Kennedy High School, Denver Public Schools, former athletic director
Dr. Joan Grady, Principal, Horizon Middle School, Cherry Creek Schools
Judith Kerrins, Superintendent, Woodland Park, District Re-2

C. Lakeview Room
Say What? Techniques for Positive Communication, Image and Assertiveness

Chris Beal, Presider
Coach and Official, Columbine High School, Jefferson County Schools
Diane Wendt, Presenter
Associate Director of Athletics, University of Denver

5:00 - 6:00 Second Choice Session (Choose another topic. See 4:00-5:00 for details.)

- A. She Works Hard For Her Money...
- B. Is There Life After Coaching?...
- C. Say What?...

6:00 - 7:00 Break, Holidome

7:00 - 9:00 Banquet

Walter Way, Presider
Superintendent, Huerfano County Public Schools

Keynote Speech: "The Successful Woman in Sports: Managing the Personal and the Professional"

Dr. Barbara Briggs, Licensed Counseling Psychologist, Denver

Responding Panelists:

Dr. Carolyn Cody, Professor, University of Northern Colorado, Greeley

Jennie Velasquez-Wilson, Supervisor, Psychology Program, Jefferson County Schools

Thursday, January 26, 1984

6:00 - 7:00 Morning Exercise with Mmes. Garms and Goins

7:00 - 8:30 Buffet Breakfast
and
Check Out

8:30 - 9:00 Panel: Special Issues in Colorado

Don Breese, Presider

Chair, CHSAA Executive Committee; Principal,
Lewis-Palmer High School

Topic One: How to Use the Educators for Athletic Equity
Laura Fischer, President, Colorado Coaches of Girls'
Sports

Topic Two: Needs of Minority Female Athletes and Coaches
Nelda Chapman, Coach, Rangeview High School

Jennie Velasquez-Wilson, Supervisor, Psychology Program,
Jefferson County Schools

9:00 -10:00 Cherchez la Femme (Find that Woman)-(Choose one)

A. Lakeview Room

Promoting Coaching and Success

Presider: Alice Barron, Coordinator of
Athletics, Jefferson County Schools

Presenters: Ceal Barry, Head Coach, Women's Basketball,
University of Colorado, Boulder
Laurice "Lo" Hunter, Head Coach, Volleyball,
Evergreen High School, Jefferson County
Schools

B. Board Room

Recruiting Effective Officials and Increasing Membership in
Officials' Organizations

Presider: Bev Petersen, Athletics Coordinator,
Denver Public Schools

Presenters: Kaye Garms, Official, Creighton
Junior High School, Jefferson
County Schools

Sheila Hasenkamp, Official, North
Arvada Junior High School,
Jefferson County Schools

Loretta Manzanarez, Official, Monte
Vista, School District 8

C. Room 251

Becoming an Athletic Director or Governing Board Member and
Succeeding

Presider: Sharon Wilch, Administrative
Assistant, CHSAA

CONFERENCE AGENDA - Con't.

Presenters: Kathy Francis,
Athletic Director, Gateway High School,
Aurora, Colorado
Ray Rhoades, Vice-Chair, CHSAA Executive
Committee and Colorado Association of School
Boards

10:00 - 10:15 Break

10:15 - 11:15 Action Planning: Networks, Mentors, Outreach and Public
Relations (Choose One.)

- A. Lakeview Room
Metro Denver (Adams, Arapahoe, Boulder Re-2, Denver,
Jefferson)
Facilitator: Jeanette Ray-Goins
- B. Board Room
Northeast Colorado (Larimer, Weld, St. Vrain and areas
north and east)
Facilitator: Dr. Susan Schafer
- C. Room 351
Southeast Colorado (Douglas, El Paso, Pueblo and areas
south and east)
Facilitator: Walter Way
- D. Room 251
Northwest and Southwest Colorado (all western slope)
Presider: Dallas Meyer, Coach, Fruita-Monument
High School, Mesa District 51
Facilitator: Nancy Kain, President, Kain Counseling
Services, Loveland City Council

11:15 - 1:30 Break, Holidome

11:30 - 12:30 Choice of Film (Choose one.)

- A. Board Room
"Killing Us Softly" - Images of women in advertising
Facilitator: Nancy Kain
- B. Lakeview Room
"Someone's in the Kitchen with Jamie" - Harmful effects of
stereotypes on females and males
Facilitator: Doug Johnson

12:30 - 1:30 Lunch Meeting

Dillon &
Lakeview
Rooms Report-Outs from Regional Spokespersons
Summary
Adjournment

THANK YOU

Mary Bernard

Photography, Mitchell High School,
El Paso District 11

Molly Bryant

Arrangements, Staff Assistant,
Colorado Department of Education
Title IX/Sex Equity Program

Laurice "Lo" Hunter

Data Acquisition, Evergreen High School,
Jefferson County

Frances Pool

Arrangements, Staff Assistant,
Colorado Department of Education
Race/Ethnic Program

APPENDIX H

SAMPLE CONFERENCE EVALUATION FORM



"Wanted: Women and Minorities for Athletic Leadership"
January 25-26, 1984

EVALUATION

Please rate the session on a scale of 1(low) to 5(high).

1. Keynote Speech: "The Effective Leader"

1 2 3 4 5
Low Fair High

Comments: _____

2. Panel: Contemporary Issues in Girls' and Women's Sports:
Physiology, Socialization and Resources

1 2 3 4 5
Low Fair High

Comments: _____

3. Choice Sessions (Evaluate the two you attended)

A. She Works Hard for Her Money. Your Athlete and Financial
Aid, Recruiting Guidelines and Ideas, and Sport-Related
Careers

1 2 3 4 5
Low Fair High

Comments: _____

B. Is There Life After Coaching? Your Career as an Athletic
Director, Principal and Superintendent

1 2 3 4 5
Low Fair High

Comments: _____

C. Say What? Techniques for Positive Communication, Image and Assertiveness

1 2 3 4 5 Low

Fair High

Comments: _____

4. Speaker and Responder Panel: The Successful Woman in Sports: Managing the Personal and the Professional

1 2 3 4 5 Low

Fair High

Comments: _____

5. Panel: Special Issues in Colorado

1 2 3 4 5 Low

Fair High

Comments: _____

6. Cherchez la Femme (Find that Woman) (Evaluate the two you attended)

A. Promoting Coaching and Success

1 2 3 4 5 Low

Fair High

Comments: _____

B. Recruiting Effective Officials

1 2 3 4 5 Low

Fair High

Comments: _____

cde (logo)

EVALUATION (continued page 3)

C. Becoming an Athletic Director or Governing Board Member and Succeeding

1 2 3 4 5
Low Fair High

Comments: _____

7. Action Planning

A. Metro Denver

1 2 3 4 5 Low
 Fair High

Comments: _____

P. Northeast Colorado

1 2 3 4 5
Low Fair High

Comments: _____

C. Southeast Colorado

1 2 3 4 5
Low Fair High

Comments: _____

D. Western Slope

1 2 3 4 5
Low Fair High

Comments: _____

8. Films and Discussion

A. "Killing Us Softly"

1 2 3 4 5
Low Fair High

Comments: _____

B. "Someone's in the Kitchen with Jamie"

1 2 3 4 5
Low Fair High

Comments: _____

9. Strengths of the Conference

10. Weaknesses of the Conference

11. Suggestions for Follow-up to the Conference

12. Additional Comments or Suggestions

APPENDIX I

SUMMARY OF CONFERENCE PRESENTATIONS

APPENDIX I

SUMMARY OF CONFERENCE PRESENTATIONS

SESSION I: THE EFFECTIVE LEADER

The effective leader has a "Yes I Can" attitude; women have to overcome their learned "helplessness" and claim their right to power. The speaker told of her steadfast belief in herself even at the age of five when her playmates challenged her to "fly" out of a tree house. The speaker glued chicken feathers on her back and arms and for a split second actually "flew," thereby dispelling all myths about girls being timid or cowardly. It is important to take risks, to envision goals, and to achieve them through planning and competence.

SESSION II: CONTEMPORARY ISSUES IN GIRLS' AND WOMEN'S SPORTS

A. Physiology

The needs of male and female athletes are similar and there is no reason for differences in training or conditioning based on gender. Training reduces the gap in performance differences between males and females. Only as females receive more opportunities to develop optimal physiological skills will we realize to what degree reported differences in male and female performance are genetic, environmental or whether it matters at all.

B. SOCIOLOGY

Altering social structures and gaining power are important for women rather than just changing attitudes. Parents restrict their daughters' sport development by disallowing competitive spontaneous physical behavior in large groups. Girls lack experience in informal play and need constant exposure to female and models - i.e., athletes, coaches and officials. Adult women in athletic positions, as their younger sisters, drop out of athletics due to real or imaginary discrimination. Women should let men know what women want.

C. RESOURCES

To compensate for their lack of safety in and time and money for athletics, women must use other assets to advance participation and accomplishment in sports. The most important resource for women is leadership ability--organizing similarly-minded people around specific goals and accomplishing them. Other important resources are: compiling a data base, using litigation when laws are violated, and developing pride and power. More clinics for women and research on women in sport will help advance the cause.

SESSION III: SHE WORKS HARD FOR HER MONEY

Financial aids available to athletes include: Pell Grants, BEOG s (Basic Educational Opportunity Grant), work study, National Direct Student Loans and Guaranteed Student Loans. Students and families may need help

completing the Family Financial Statement which is long and complicated. Coaches should be aware of which colleges offer which sports, should know the skill level of an athlete and send players to realistic appropriate programs. Tapes and movies are becoming very important if a high school athlete is to receive a scholarship. Athletes and coaches should visit campuses and ask questions about skill levels expected and about academic requirements. Promising career areas in addition to coaching include: training, journalism, sporting goods, team management, marketing, corporate fitness, coaching, officiating and sport medicine.

IV. IS THERE LIFE AFTER COACHING?

Women who no longer derive satisfaction from coaching should consider becoming athletic directors, governing board members, and school administrators. Many of the same skills needed in coaching are needed as an administrator--management, team building, public relations and discipline. Women coaches could bring to school administration years of successful knowledge and experience needed in the public schools today. A widespread generalization among school administrators is that former coaches make good administrators and women coaches should use this belief for their own upward mobility.

V. SAY WHAT? TECHNIQUES FOR POSITIVE COMMUNICATION, IMAGE AND ASSERTIVENESS

Women in athletics need to emphasize positive communications, positive images and assertiveness in professional relationships. Women need to be

prepared to support their point of view with data. Know the advantages and disadvantages of a position and show how the advantages outweigh the disadvantages. Lobby for a position before a meeting or a vote. Women must learn to compromise; when a group develops a project in which everyone has ownership, there is a high probability the project will be implemented. Use a lot of repetition and persevere with ideas.

VI. RECRUITING EFFECTIVE OFFICIALS

The potential official should be willing to travel on assignments and should be a mature strong individual who can take criticism. Clinics for potential officials could be offered at colleges for credit or at adult education centers; schools could offer inservices for future officials. Coaches should encourage their players to become officials especially after the athletes' playing careers have ended. Most potential officials do not even know the process to become an official; this process of attending study sessions and passing the examination must be publicized widely.

VII. BECOMING AN ATHLETIC DIRECTOR OR GOVERNING BOARD MEMBER AND SUCCEEDING

Becoming a leader means being willing to learn. Women need to learn skills of budget, building and maintenance to become an athletic director. Women should not be intimidated by the male-dominated sphere of athletic administration or governance. Having credentials, using the network, asking for help, and being willing to work up through the system will enable committed and savvy women to reach their goals.

VIII. MANAGING THE PERSONAL AND THE PROFESSIONAL

The speaker presented an overview of human rights, assertiveness, favorite strokes and time management. In order to be successful in a personal and professional life one must develop positive self-awareness, self-direction, self-discipline, interpersonal relationships, and a personal reward system. Coaches particularly need to manage time effectively given the long hours they work.

APPENDIX J

SAMPLE LETTER TO GIRLS' AND WOMEN'S SPORTS NEWSLETTER

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COLORADO COACHES OF GIRL'S SPORTS NEEDS ACTION FOR LEADERSHIP

Dr. Susan Schafer
Consultant, Title IX/Sex Equity Program
Colorado Department of Education

The purpose of this article is to challenge the members of the Colorado Coaches of Girls' Sports to start addressing a difficult and deteriorating situation. Despite the increased participation of female students in athletics over the past ten years, women in coaching positions continue to decline according to a study published by Acosta and Bain in the National Association of Girls and Women in Sports (NAGWS) newsletter, Summer, 1983.

My research in Colorado indicates that in 1982-1983 only 35% of all girls' teams' coaches were women while only 18% of all interscholastic coaches were women. A sport-by-sport analysis of girls' teams shows that women are not coaching girls' teams in percentages comparable to men coaching boys' teams. While 99% of boys' teams' coaches are men, only in girls' gymnastics and in girls' volleyball do women comprise a majority of coaches, 66% and 62% respectively. In other girls' sports, women comprise coaching positions in the following percentages: girls' swimming, 47%; girls' tennis, 39%; girls' track, 30%; girls' basketball, 24%; girls' soccer, 19%; girls' cross country, 8%; and girls' golf, 6%.

What has caused this imbalance? What can be done to correct the imbalance? Does the Colorado Coaches of Girls' Sports have a role to play in assisting women in becoming coaches, officials, trainers, athletic directors and governing board members? Is this imbalanced situation of female underrepresentation in sports leadership such an overwhelming and powerful one that we equity advocates (female and male) cannot possibly change it? Does it really matter if female athletes are coached by women coaches or will a competent coach of either sex exert optimal role modeling and inspiration for young women? Do women in athletic positions see any advantage to learning political strategies to attain parity with men in athletic leadership? Are women in sports actually ashamed of themselves for selecting a nontraditional career and thereby believe they deserve exclusion and powerlessness in sports leadership?

These are a few questions I have been researching over the past year and I urge the members of the Colorado Coaches of Girls' Sports to consider some programs that will begin to motivate, support, train, place and promote women as coaches, officials, trainers, athletic directors and governing board members. Reactions to this grandiose proposal will include disbelief ("Don't you know what it's like out there?"), defeatism ("It can't be done."), laissez-faire ("Leave it alone and hope for the best because we've come so far."), passing the buck ("Let's see what the National Federation of State High School Associations and the National Collegiate Athletic Association do about the problem"), and informed optimism ("It's not easy but let's get moving on some positive actions.")

The Colorado Coaches of Girls' Sports has an outstanding record of supporting and honoring female athletes and the Hall of Fame members. We must

continue these efforts but must also increase services to actual and potential women coaches, officials, trainers, athletic directors and governing board members. Women would not burn out and quit if the Colorado Coaches of Girls' Sports provided, for example, a mentor system, legal advisement, self-esteem workshops, networking for vacancies and promotions, and a few social functions for friendship and support.

I have strong opinions about all these issues and would like to discuss them with officers and members of the Colorado Coaches of Girls' Sports at a regular membership meeting. Laura Fischer and other members of CCGS (Alice Barron, Chris Beal, Nelda Chapman, Dr. Carolyn Cody, Kathy Francis, Sheila Hasenkamp, Bev Petersen, Diane Wendt, and Sharon Wilch) have been most receptive to hearing my concerns and to serving on a statewide advisory committee called Educators for Athletic Equity through the Colorado Department of Education, Title IX/Sex Equity Program.

In conclusion, the Colorado Coaches of Girls' Sports can and should play a timely and important role in correcting the shortage and absence of women in sports leadership positions. We women have come a long way but we have not reached our destination.

APPENDIX K

COMMON QUESTIONS ASKED BY COACHES, OFFICIALS AND ATHLETIC DIRECTORS

APPENDIX K

COMMON QUESTIONS ASKED BY COACHES, OFFICIALS AND ATHLETIC DIRECTORS

I. WHERE CAN I FIND POTENTIAL WOMEN AND MINORITY COACHES AND OFFICIALS?

A. Schools

- a. Elementary teachers who may want a new challenge
- b. Junior High teachers if not already coaching
- c. Booster Clubs and parents of athletes
- d. Alumni Association newsletters
- e. PTA newsletter to all parents at all school levels.

B. Local Clubs, Organizations and Businesses

- a. Recreation Districts
- b. YWCA and YMCA
- c. Individual Sport Organizations such as:
 - (1) USVBA - United States Volleyball Association
 - (2) USGF - United States Gymnastics Federation
 - (3) USGA - United States Golf Association
 - (4) Associations of Softball (ASA), Tennis (USTA)
- d. AAU - Amateur Athletic Union
- e. Health and Fitness Clubs
- f. Women's Groups at Local Country Clubs
- g. Recreational Director at Churches

- h. Business areas (corporate health director, personnel office, lounge, lunchroom)

C. Media

- a. Contact local sports writers and request assistance in placing notices in newspapers
- b. Announce coaching needs on radio and television under public service announcements (PSA)

D. Local Women's Groups

- a. N.O.W. - National Organization for Women
- b. League of Women Voters
- c. CPTSA - Colorado Parents, Teachers and Student Association
- d. CEA - Colorado Education Association
- e. BPW - Business and Professional Women
- f. AAUW - American Association of University Women
- g. Colorado Black Women for Political Action
- h. Mi Casa Resource Center

II. WHAT DO I DO ONCE APPLICANTS EXPRESS AN INTEREST?

- A. Assist in locating clinics or courses
 - a. Adult Education programs

- b. Community colleges or college courses
- c. Local high school or college clinics
- d. Local high school coaches who have clinic information
- e. State high school activities association.

B. Provide ideas for obtaining experience

a. Read latest books and sport magazines:

- (1) Women's Sports Magazine; P.O. Box 612; Holmes, PA 19043
- (2) Athletic Journal; 1718 Howard St.; Evanston, IL 60202

b. Attend athletic events and talk with coaches, officials and athletes

c. Volunteer as an assistant

d. Observe and study sporting events on television and at local schools

e. Join coaches' and officials' organizations such as:

- (1) Colorado Coaches of Girls' Sports; Box 1750; Arvada, CO 80001
- (2) National Federation of State High School Associations; P.O. Box 20626; Kansas City, MO 64195

C. Provide contact names of individuals in the local schools for coaching candidates

- a. Athletic Director
- b. Assistant Principal

- c. Principal
- d. Current Coach

D. Provide names and addresses of all officials' associations and area directors for officiating candidates

- a. Contact the local school athletic director or coach for current Officials' Directories.
- b. Contact the Colorado High School Activities Association for Officials' Directories and Rulebooks, 11351 Montview Blvd., Aurora, CO 80010 (303)344-5050

E. Encourage candidate to obtain experience at volunteer and assistant levels of competition

- a. Little League Teams
- b. Recreation Districts, YWCA or AAU teams
- c. Assistant coaching positions in junior high and high school

APPENDIX L

COMMON QUESTIONS ASKED BY POTENTIAL COACHES AND OFFICIALS

COMMON QUESTIONS ASKED BY POTENTIAL COACHES AND OFFICIALS

I. Who can coach or officiate?

Anyone who has an interest and is willing to gain the necessary experience and fulfill the requirements.

II. Is playing experience required?

No, but preferred.

III. Do you have to be a teacher, have a teacher's certificate or college degree to coach or officiate?

No, but in most districts there are requirements that must be met.

IV. How do I get experience in officiating?

For officiating one must attend study sessions and clinics and pass an examination. New officials are assigned junior high and sophomore games; experienced officials are assigned varsity and tournament games.

V. How do I get experience in coaching?

For coaching one must gain experience through clinics, coursework, volunteer work or athletic participation, and a combination of these experiences is desirable. A person is qualified to coach in the schools either by a Teacher's Certificate or by a Colorado Department of Education Letter of Authorization. Coaching competencies include a solid knowledge of skill development, first aid, training and conditioning, kinesiology, motivation, sport psychology, and school and league rules.

COMMON QUESTIONS ASKED BY POTENTIAL COACHES AND OFFICIALS - Con't.

VI. Whom do I contact to apply for a coaching or officiating job?

Contact the local school athletic director or principal for coaching and the league assigners for officials.

VII. What is the time requirement involved for coaching and for officiating?

Coaching requires a daily time commitment during the season of two or more hours per day five to six days a week in high school and less time in junior high school. Additional time out of season is optional.

Officiating requires less time than coaching; however, an official should be available for assignments as much as possible during the sport season in which she or he wants to officiate.

VIII. What are the rewards for coaches and officials?

Coaches and officials derive rewards of prestige, attention, authority, challenge, self-esteem, and service to young people. Pay for coaches in 1983-1984 in Colorado was a percentage of the base teacher salary ranging from 4% to 10% depending on the sport and level coached, number of students and employees supervised, hours worked, etc. Officials in Colorado in 1983-1984 were paid in the range of \$22.50 to \$46.00 per activity.

SECTION VII.

RESOURCES

A. References

B. Sources for Data



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B. SOURCES FOR DATA

National Association for Girls and Women in Sport (NAGWS)
1900 Association Drive
Reston, VA 22091
(703) 476-3450

National Collegiate Athletic Association (NCAA)
P.O. Box 1906
Shawnee Missouri, KS 66201
(913) 384-3220

National Federation of State High School Associations (NFSHSA)
P.O. Box 20626
Kansas City, MO 64195
(816) 464--5400

Project on Equal Education Rights (PEER)
1413 K Street NW, Ninth Floor
Washington, D.C. 20005
(202) 332-7337

Resource Center on Sex Equity
Council of Chief State School Officers (CCSSO)
400 North Capitol Street NW, Suite 379
Washington, D.C. 20001
(202) 393-8159

United States Olympic Committee
1750 East Boulder Street
Colorado Springs, CO 80909
(303) 632-5551

Women's Sports Foundation (WSF)
195 Moulton Street
San Francisco, CA 94123
(415) 563-6266

SECTION VIII

ABOUT THE AUTHOR



SECTION VIII
ABOUT THE AUTHOR

Susan P. Schafer, Ed.D. has been a consultant with the Title IX/Sex Equity Program at the Colorado Department of Education in Denver since 1980. Dr. Schafer earned a B.S. in French at the University of Nebraska, an M.A. in counseling at the University of Colorado, and a doctorate of education at the University of Northern Colorado. Her work experience includes high school and college teaching and counseling. She has been president of a local National Organization for Women (NOW) chapter, secretary of the Colorado NOW, and served as a delegate at the International Women's Year conference in 1977.

An avid sport and fitness enthusiast, Dr. Schafer has developed athletic equity workshop and conference models for the Colorado school districts. She serves as Coordinator of the Educators for Athletic Equity Committee, represents the Assistant Commissioner of Education on the Colorado High School Activities Association (CHSAA) Executive Committee, and represented the National Coalition for Sex Equity in Education (NCSEE) at The New Agenda conference of girls' and women's sport leaders. Her interest in athletic equity springs from her painful exclusion as a young athlete from interscholastic and intercollegiate sports in the pre-Title IX era. Her sport experience includes many years of participation in city recreational tennis, softball and basketball programs.

As the parent of two daughters, the author is determined that young women will have full access to athletic, academic and career opportunities. Her leisure time is spent working in civil rights organizations and in playing tennis and running. After equity in education has been advanced, Dr. Schafer would like to manage and own a women's professional basketball team.